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COMMITTEE ON EDUCATION  
AND SPECIAL TRAINING

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A REVIEW OF ITS WORK  
DURING 1918

BY

THE ADVISORY BOARD

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WAR DEPARTMENT  
WASHINGTON

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WAR DEPARTMENT  
COMMITTEE ON EDUCATION AND SPECIAL TRAINING  
SECTION OF TRAINING AND INSTRUCTION BRANCH  
WAR PLANS DIVISION, GENERAL STAFF  
101 VIRGINIA BUILDING

LETTER OF TRANSMITTAL

Washington,

June 18, 1919.

The Honorable

The Secretary of War.

Dear Mr. Secretary:

As Chairman of the Civilian Advisory Board appointed by you to cooperate with the War Department Committee on Education and Special Training, I beg leave to transmit herewith a record of the work of the Committee since its organization, and to suggest that the record be printed and a small edition distributed, in order that the educational institutions and other organizations which have cooperated so cordially with the War Department in this work may have a statement of the enterprise for their permanent records, and as a means of appraising its educational significance.

The report consists of three parts, namely: 1, General Report; 2, Report of the Vocational Training Detachments; 3, Report on the War Issues Course.

Respectfully,

C. R. MANN,  
Chairman, Advisory Board,  
C. E. S. T.



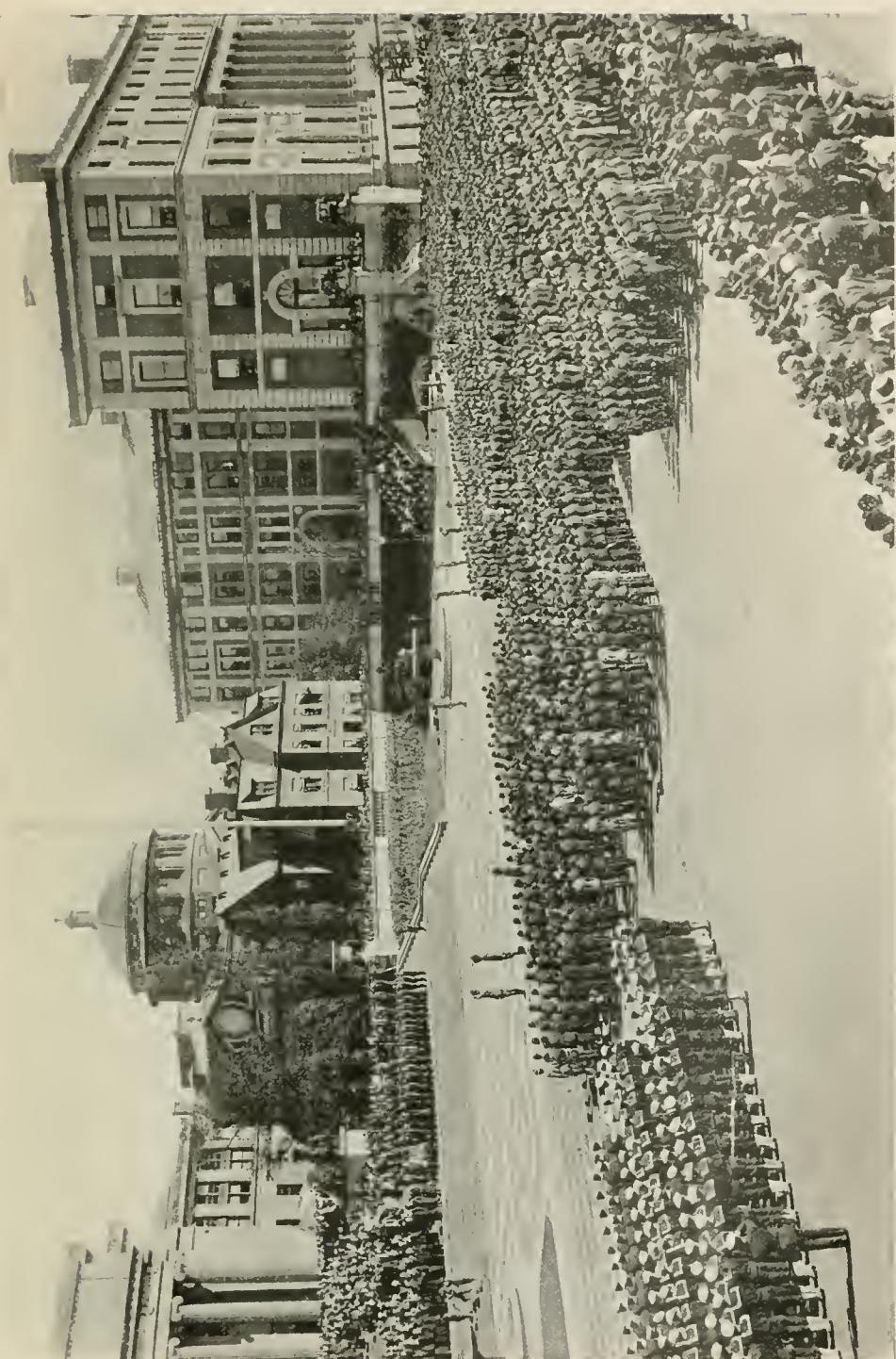
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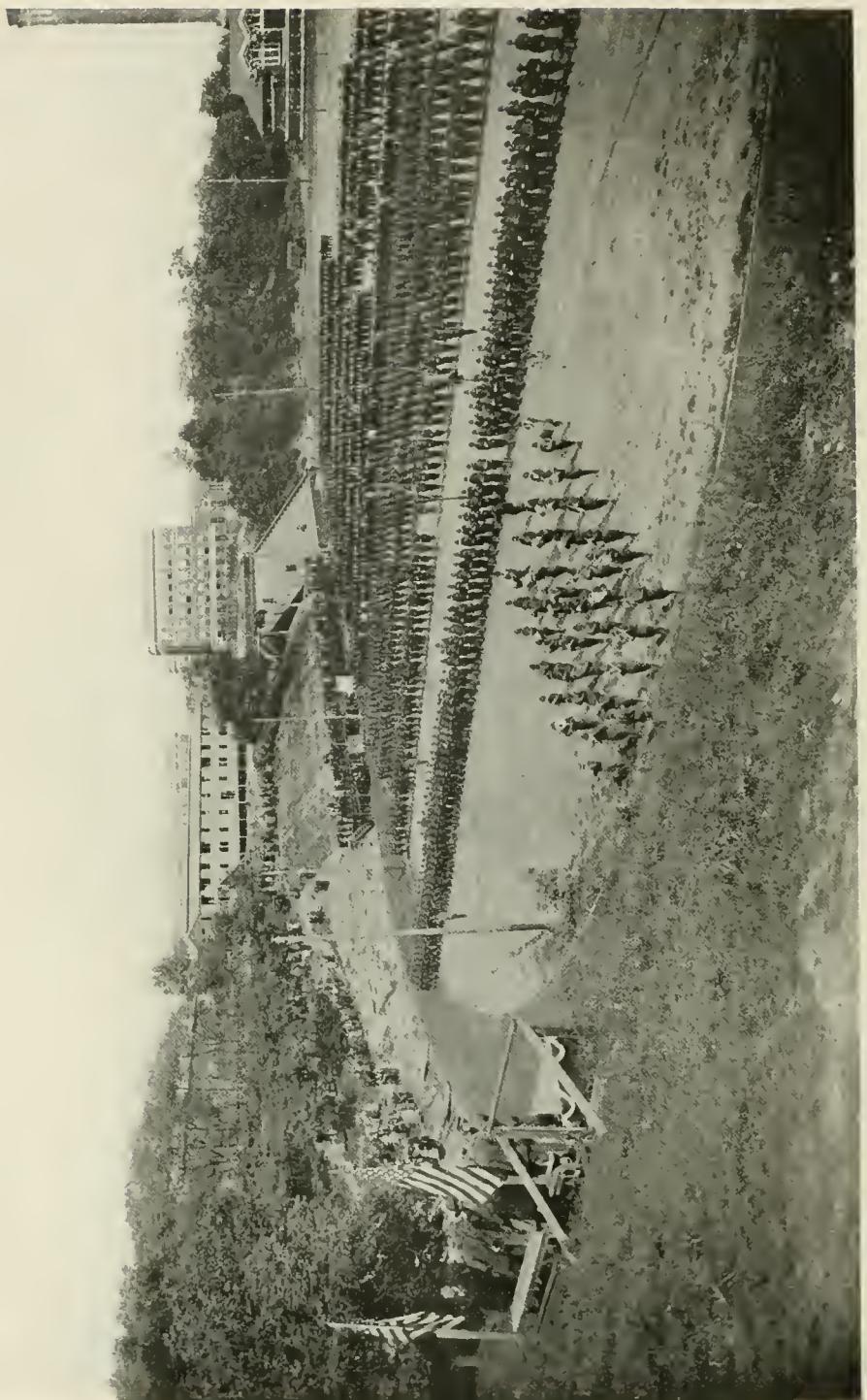
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Induction Ceremonies  
Columbia University



Review of Training Detachment  
University of Cincinnati

## PART I—HISTORY AND GENERAL OPERATIONS

### ORIGIN

1. When the United States declared war on April 6, 1917, its regular army numbered less than 120,000 enlisted men. Nineteen months later when the armistice was signed, the total number recruited for the army exceeded 4,000,000.

In order to accomplish this rapid expansion of the army it was necessary first to define a policy and then to improvise administrative machinery to put that policy into effect. The Committee on Education and Special Training was an essential part of the mobilization machinery. Its function in the entire operation may best be understood by briefly recalling the important features of the policy that was adopted and of the organization that was gradually developed to administer it.

The policy was defined by the Selective Service Law passed by Congress on May 18, 1917. This act authorized the President to recruit the new army by draft. The responsibility for the selection in each community of the men who should serve was placed upon local and district boards consisting of citizens of each community appointed by the President. All men between the ages of 21 and 30 inclusive were required to register with their local boards and to give full descriptions of their special abilities, occupations and industrial and domestic relations. The original registration cards were preserved at the local boards as a basis for their work and duplicates were forwarded to the office of the Provost Marshal General in Washington.

On June 5, 1917, in response to a proclamation by the President, 9,586,508 men were registered at the local boards. The registration cards were numbered and on July 20th a public drawing was held to determine the order in which the men should be called. In the meantime, the local boards were engaged in hearings and investigations to determine which of the registrants were entitled to exemption. The first call for 687,000 men was issued in August, and the movement of the recruits to camp began on September 5, 1917 and ceased on December 15, 1918.

The experience with this first call indicated that the Selective Service Regulations needed some modification in order to increase the protection to essential industries of the country against needless disturbances. To this end, the remaining registrants were classified in five classes in the inverse order of their importance to the economic interests of the nation, which included the maintenance of necessary industries and agriculture and the support of dependents. This change indicates that in the interval between the first and the second calls the emphasis shifted from the primary task of securing a fighting army to include also the task of making a complete

inventory of our man power for the purpose of assigning every individual to that position in the military service or in essential war-time activities where his special abilities would count most toward winning the war. With this end in view, the 9,586,000 registration cards in the Provost Marshal General's office were so classified that it was possible to locate and secure men of special ability whenever they were needed for special purposes. This classification was completed during the Spring of 1918.

While the administrative machinery of the Provost Marshal General's office was developing toward a more effective system of recruiting and inducting men into the service, in the manner just described, a pressing need developed in the army camps for a method of classifying and sorting men who had enlisted or were inducted by the draft machinery. In order to meet this need there was established in the Adjutant General's office in July, 1917, the Committee on Classification of Personnel. This Committee was charged with the function of classifying all recruits with regard to occupational skill in order that they might be assigned to positions in the service where their skill would be most useful. To accomplish this, personnel adjutants were assigned to each camp and these filled out for each man a qualification card which described his peculiar abilities and his previous experience. These cards were kept at each camp to assist the commanding officer in sorting the men into organizations. Duplicates were sent to the central office of the Committee in Washington and from these lists it was possible for the Adjutant General to issue orders assigning specialists to organizations as needed.

A preliminary effort was made by this Committee in September, 1917, to secure definite information as to the numbers and kinds of technically skilled men required by the organizations then in process of formation. In response to a request for this information by the Chief of Staff the various corps sent in estimates which indicated that there was at that time a demand for about 200,000 more technicians than were available. Because of this great shortage there developed a serious pressure to secure men of this type and a vigorous competition among the various corps for their assignment.

In order to secure from the several arms of the service more definite specifications of the numbers and kinds of skilled men required for the various divisions and units, the Committee undertook to compile Trade Specifications, an Occupational Index, Personnel Specifications and Organization Charts for each of the required organizations that combined to make the complete army. The Occupational Index lists 565 different forms of technical skill required in the army and the organization charts show that the percentage of skilled technicians required by the various organizations

varies from forty for infantry divisions to eighty-eight for the technical staff corps.

Meanwhile, frequent orders were being issued by the Adjutant General's office for transfers of individual technicians from infantry divisions to technical corps and this caused disorganization and delay in the development of the fighting units. For the month of October, 1917, these transfers numbered nearly twenty-five thousand and the condition had become so serious that Major Grenville Clark who was handling these transfers in the Adjutant General's office recommended the assignment of an officer in the Operations Division of the General Staff to determine priorities and authorize such transfers. This recommendation was approved and Colonel Robert I. Rees was assigned to this work. During the latter part of 1917, Colonel Rees and Major Clark together controlled the transfers of technical men among the army organizations.

The continued depletion of divisions of their skilled men to fill organizations that were going abroad and the complaints of division commanders that arose therefrom made it evident that some steps must be taken to secure an additional supply of technicians in order to meet the practical requirements of the situation. In other words, it gradually became apparent from the work of both the Provost Marshal General's office and the Committee on Classification of Personnel that the nation did not possess an adequate supply of technically skilled men to meet both the requirements of the military establishment and its essential supporting industries. Under these conditions the question arose as to whether the policy, already inaugurated, of training these men in special schools established by the army for this purpose should be extended or whether the effort should be made to utilize the existing facilities of educational institutions for this training. This question was a practical one involving primarily the factors of speed and cost. It was decided by the issuance of February 10th of General Order 15, as follows:

1. There is hereby created within the War Department "The Committee on Education and Special Training." This committee of three members shall consist of Col. Hugh S. Johnson, Deputy Provost Marshal General, Lieut. Col. Robert I. Rees, General Staff, and Maj. Grenville Clark, Adjutant General's Department.
2. Under the direction of the Chief of Staff the functions of the committee shall be: To study the needs of the various branches of the service for skilled men and technicians; to determine how such needs shall be met, whether by selective draft, special training in educational institutions or otherwise; to secure the co-operation of the educational institutions of the country and to represent the War Department in its relation with such institutions; to administer such plan of special training in college and schools as may be adopted.

3. The Committee on Education and Special Training shall have associated with it an advisory civilian board appointed by the Secretary of War, composed of representatives of educational institutions. An officer shall be detailed by the chief of each staff corps and department to consult with the committee concerning the needs of his corps or department.

4. The committee will be given such assistance, commissioned and civilian, as may be necessary to fully execute its duties, with office room in the War Department Building.

(334.8, A. G. O.)

By order of the Secretary of War:

JOHN BIDDLE,  
Major General, Acting Chief of Staff.

#### PERSONNEL

2. The members appointed by the Secretary of War to serve on this Committee were selected because of their intimate knowledge of the particular conditions that necessitated the appointment of the committee. Colonel Rees was appointed chairman and Major Clark secretary. In April, Colonel Johnson was transferred to the Department of Purchase, Storage and Traffic and Lieut. Colonel John H. Wigmore, of the Provost Marshal General's Office, was appointed to fill this vacancy. Mr. W. H. Lough, of New York University, was appointed executive secretary. In May Mr. Lough resigned and R. B. Perry, Professor at Harvard University, was called to fill the vacancy.

The members of the civilian advisory board, appointed by the Secretary of War, were J. R. Angell, Dean of the Faculties of the University of Chicago; S. P. Capen, Specialist in Higher Education, U. S. Bureau of Education; J. W. Dietz, Director of the Education Department of the Western Electric Company; C. R. Mann, Expert in Engineering Education for the Carnegie Foundation; and J. P. Munroe, vice-chairman of the Federal Board for Vocational Education. Each of these men was selected to represent some particular type of educational activity. Later, Hugh Frayne was appointed to represent labor interests, and R. A. Pearson, president of the Iowa State College at Ames, was added to represent agricultural education. Mr. Munroe resigned on March 20th, and Herman Schneider, Dean of Engineering at the University of Cincinnati, was appointed to fill the vacancy. At the first meeting, C. R. Mann was elected chairman, and J. W. Dietz secretary, of the Board.

The Committee and Advisory Board held one regular joint meeting every week. In addition special meetings were held as occasion required. There was, from the very beginning, the closest co-operation between the military officers and the civilian members. All questions of policy and administration were discussed until a solution was found on which all could

agree. As a result virtually all actions of the Committee throughout its entire experience were taken by unanimous consent.

This form of organization was unusual in that it combined officers from three different military departments and added an Advisory Board of civilian educators. This plan was devised by Mr. F. P. Keppel, in co-operation with a committee of the Society for the Promotion of Engineering Education which had been studying the problem of technical training from the point of view of the engineering schools for a number of months. The members of this committee were: F. L. Bishop, Dean of Engineering at the University of Pittsburgh, chairman; S. P. Capen, of the U. S. Bureau of Education; Charles S. Howe, president of the Case School of Applied Science; Milo S. Ketcham, Dean of Engineering at the University of Colorado; and C. R. Mann, of the Carnegie Foundation.

On February 20th, the Secretary of War sent an open letter to the heads of a large number of educational institutions announcing the appointment of the Committee on Education and Special Training, and urging their co-operation in its work. A copy of this letter is appended. (Appendix A).

#### EARLY PLANS

3. The first meeting of the Committee and its Advisory Board was held on February 13, 1918, with all members present. At that meeting the difficulties that had been experienced in securing an adequate supply of technicians were presented, and the problem before the Committee was defined as that of training several hundred thousand men in the mechanic arts in the least possible time. It was also stated that although the Provost Marshal General's classification was nearing completion, and while no accurate figures could yet be given, indications were that not more than half the skilled men needed could be supplied by means of special drafts. A preliminary survey of the facilities of educational institutions for this type of work was presented by the Federal Board for Vocational Education, and the question of how these facilities might best be utilized was thoroughly discussed.

Meetings followed one another in rapid succession and the general plan of operation was soon formulated. It was decided to establish vocational training detachments at technical schools that had the necessary facilities and to send to those schools for instruction drafted men who were voluntarily inducted into the service on special calls issued by the Provost Marshal General. Any man who had grammar school education or its equivalent was eligible. Army officers were to be detailed to the several schools to give the military training and maintain military discipline and routine while the Federal Board for Vocational Education was to co-operate in the administration and supervision of the technical training. The Committee also decided

to make contracts with the schools for the housing and subsistence of the men in barracks at a fixed price per man per day in accordance with standard army regulations.

Inspections of a few schools that seemed most likely to have the necessary facilities were made at once by a civilian representative of the Federal Board for Vocational Education, who inspected for the technical training facilities, and also by an army officer, who inspected for housing and feeding facilities. Reports of these inspections with recommendations for action resulted in contracts with some fifteen schools for a total of some 6,000 men to be trained beginning early in April.

#### ADMINISTRATION

4. Difficulties were soon encountered because of the dual control by the Committee and the Federal Board. These led the Federal Board after several weeks of trial and discussion to withdraw from the enterprise altogether. The Committee thereupon proceeded to create its own vocational training organization to carry on the work.

On the recommendation of the Advisory Board, C. R. Dooley, Head of the Education Department of the Westinghouse Electric and Manufacturing Company of Pittsburgh, was called to be educational director of the vocational training work. Mr. Dooley reported for duty on April 1st. The details of his activities in building up the organization and in developing the work are contained in the report of the Vocational Director.

A decentralized system of administration was adopted immediately by Mr. Dooley. The country was divided into ten districts and a district educational director appointed in each. These district directors were responsible for all administrative matters in their respective territories. They scoured their districts for all the available facilities for this kind of work, gave approval on equipment, courses, number of men, etc., reporting daily by wire to Washington. Military officers followed, approving housing, feeding, sanitation, etc., and determining the terms of contracts. By this means the Washington office was relieved of all unnecessary details of administration.

After the units were established, the district directors remained continually in the territory, supervising the work, carrying suggestions from one school to another, smoothing out difficulties where they occurred, and making recommendations for improvement. The success of the work was due in large measure to their untiring efforts.

#### EDUCATIONAL METHOD

5. The work was inaugurated with such speed that it was not possible for the Committee to prepare instruction manuals or courses of study for

use with the classes. Instead, free use was made of the Army Occupational Index to furnish the schools with as accurate a definition as was possible of the duties each man would be called upon to perform. Having supplied this definition of the result to be obtained, each school was told to use its own methods in securing that result as completely as was possible. Thus thrown on their own initiative the schools developed many different methods of training.

After the work was well under way, the district directors were requested to report special methods that were proving particularly successful at the various schools. A group of course specialists was organized whose functions were to study in greater detail the requirements of every job by visiting army camps and discussing the problem with army officers. These men also visited some of the schools to collect data on the successful methods in use. In this way there were gradually collected materials for manuals which were published and distributed as rapidly as they were completed.

These manuals consisted of a series of the projects, problems and questions that a man would be called upon to solve in regular army work. By their use the instructors were able to permit each individual soldier to proceed as rapidly as he was able. When one job was completed and the questions answered, the next was taken up. Hence no man was delayed by the incapacity of his fellow classmates.

A committee on Army Needs was also formed at the head office in Washington. The function of this committee was to receive weekly reports from the several corps as to the numbers of skilled men needed in various lines and to study continuously the details of the specifications of the various types in order to make sure that the work in the schools covered every required element. Further details of this work are given in the section of this report which treats of the military administration.

The standard length of the course was set at eight weeks. The daily schedule required not less than six nor more than seven hours of vocational work, mostly in the shop, and three hours of military drill and exercise. The average number of hours of instruction was therefore about 320.

Because speed was a prime essential, it was not possible to train teachers for this work. The schools were urged to employ skilled mechanics picked from machine shops and garages in their vicinity and to develop them as teachers by careful supervision and instruction on the job. Provision was made at the beginning that these teachers might be enlisted in the enlisted reserve corps in order that their labors might not be interrupted by the draft. Later the schools were authorized to retain as instructors those of the students who had shown particular qualifications during their period of instruction. Later, when the enlistments were stopped, teachers in the enlisted

reserve were called to active duty and permitted to continue instruction in the status of privates.

The schools were required to keep careful records of progress and to grade the men in each line of work into three classes, rating them respectively as experts, journeymen, and apprentices. Ten days before the close of each course, the school reported to Washington the number of men in each trade and the number in each grade. The men were assigned to army organizations in accordance with these reports in the manner best calculated to meet requisitions of the corps in the order of their priority as determined by the Operations Division of the General Staff. Authorization was granted the Committee to recommend candidates to officers' training camps whenever particularly well-qualified men were discovered. A number of men were so recommended and were thereby placed in line for winning their commissions through the vocational training detachments.

In April a brief course on the issues of the war was organized at the request of the Committee by Professor Frank Aydelotte of the Massachusetts Institute of Technology. This course was tried out during May on a detachment of 250 men at Wentworth Institute in Boston. The work consisted of a series of discussions which endeavored to bring out the historical facts that led up to the declaration of war, the political and economic conditions that made the war necessary and differences in the social philosophies of the warring nations. The results of this experiment indicated that the course was of great value in developing morale, and arrangements were made in June to extend it to all of the detachments and require it of all the men for at least one hour a week.

The schools took up this course with enthusiasm and developed it with great success. The soldiers were encouraged to ask questions and the materials presented were designed to enable them to secure reliable information by which their questions could be answered. Later 40,000 of the soldiers' questions were gathered together, sorted and organized into a small pamphlet which contained also references to standard literature where information that would answer the questions could be found. This collection was issued as a guide for the later conduct of this course. Full details of this work are contained in the special report on the war issues course.

#### RECRUITING

6. As has been stated, the recruits for the training detachments were secured by special calls issued by the Provost Marshal General. The local boards were authorized to call for volunteers and to induct those that seemed most likely to be able to profit by the instruction. A grammar school edu-



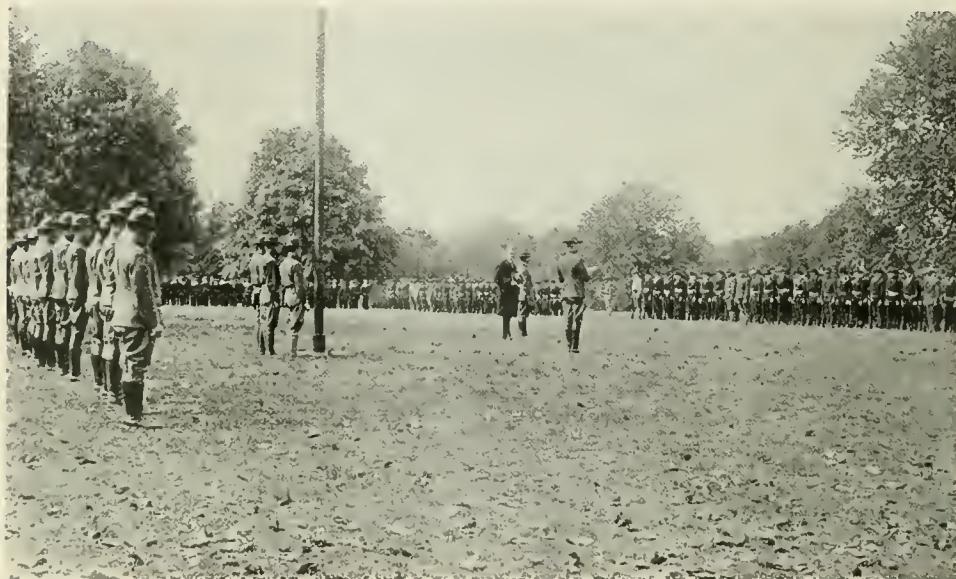
Arrival of Co. A. Radio School  
University of Indiana.



Vocational Section Reporting  
Rochester A. & M. Institute



Induction at New Hampshire College



Induction of Vocational Section  
University of Kentucky

cation was required and men of trade experience were given preference. This system was surprisingly successful. The men were delivered to the schools in the right numbers and on the date assigned in almost every case.

The men secured were a heterogeneous assortment varying from unskilled laborers who had never used mechanics' tools to engineering college graduates with several years of engineering experience. Their general intelligence was higher than the average run of the draft and the spirit with which all entered upon the tasks assigned and did their best to master the work in hand was a profound tribute to their devotion to the cause.

Some difficulty was, however, experienced in distributing the men at any given school among the several types of instruction given there. It frequently happened that men who wished to become electricians, for instance, were sent to a school where no electrical work was given. It was also generally the case that a few of the men were found on arrival to be physically unfit, and had to be sent home. Since the contracts with the schools called for a definite quota at each school, this made it necessary for the Committee to devise means of filling the quotas quickly when shortages occurred.

Two methods of filling the quotas were adopted. In the first place, requisitions on the Provost Marshal General were made 3 per cent larger than the quota assigned to the school, since experience indicated that the rejections for physical unfitness were on the average 3 per cent. In the second place, a reservoir of inducted men was established at Valparaiso University from which men could be sent at short notice to fill quotas. The number of men at Valparaiso varied from one or two hundred to fifteen hundred, as conditions changed. An officer from the Committee on Classification of Personnel was assigned at Valparaiso to classify and trade test the men there before shipment.

The reservoir at Valparaiso was so useful that the Committee sought to establish other similar stations for sorting and outfitting the men before sending them to the schools. Efforts were also made to use the depot brigades at cantonments for this purpose. The practical difficulties such as increased cost of transportation, additional officers and additional time made it necessary to abandon this project. Investigation showed that the increase in efficiency would not compensate for the additional time and expense.

A plan was also perfected for allowing young men under twenty-one years of age to join the training detachments by voluntary enlistment. Authorization for this was secured and a call was issued in the middle west. This project also had to be abandoned as impractical and the Committee thereafter relied entirely on the Provost Marshal General for securing all of its men.

**NUMBERS TRAINED**

7. On April 6th, the first detachments consisting of 6,000 men, began work at fifteen schools. This number was increased every two weeks, until by July 1st, 50,000 men were in training at 147 schools. The schools ran at this capacity during the summer, delivering about 25,000 trained men each month to the army. Details concerning the distribution of these men among the various occupations are given in the vocational section of the report.

In the expectation of continuing the work during the winter, contracts were let for the training of 220,000 more men at 127 schools before June 30, 1919. When the armistice was signed on November 11th, 130,000 men had been trained, of whom 100,000 had been delivered to the army and 30,000 were ready for delivery.

Perhaps the most significant fact about this training is that 130,000 physically fit men were accepted for service in these detachments and 130,000 were delivered to the army, each with added technical skill which rendered him a more useful member of the military establishment.

**MILITARY TRAINING**

8. The success of the entire enterprise was in large measure due to the tact and skill with which the military work was executed. It was necessary to assign one commissioned officer for each seventy men, and this required about 750 officers for all the detachments. In spite of the difficulty of securing officers because of the pressing demand for overseas service, the men assigned to this work proved to be competent, sympathetic and highly efficient. They understood how to conduct military training so as to encourage initiative, resourcefulness, responsibility, promptness and order, and therefore their work harmonized with and strengthened the vocational training. Cases of conflict between the military and the academic authorities in these vocational training detachments were extremely rare. Co-operation of the most cordial sort prevailed everywhere. Discipline helped study, and study improved military interest and morale.

Besides the officers assigned to instruction, each detachment had detailed to it at least one medical officer and one quartermaster officer, to supervise and care for the health and living conditions of the men. The quartermaster also assisted the schools in purchasing supplies and arranging the mess to meet the requirements of the army ration.

**TYPES OF SCHOOLS**

9. Contracts for training detachments were made wherever suitable facilities were found or could be quickly improvised. Since military routine was required, barracks had to be provided, and if the school did not possess dormitories, buildings were adapted to this purpose or temporary barracks

were built. Old hotels, office buildings, and even fair grounds were hastily remodeled to serve as barracks. Altogether 157 institutions were granted contracts. These may be classified as follows:

Schools for White Men:

State Universities .....	20
State A. & M. Colleges.....	21
Combined Universities and A. & M. Colleges.....	13
Municipal Universities .....	6
Endowed Colleges and Universities .....	17
State Schools of Mines.....	4
Technical and Trade Schools.....	30
State Normal Schools .....	4
Boards of Education of City Schools.....	20
Chambers of Commerce.....	8
County Fair Associations .....	1
<hr/>	
Total White Schools.....	144

Schools for Colored Men:

Colleges and Universities .....	5
State A. & M. Colleges.....	1
Trade Schools .....	5
Normal Schools .....	2
<hr/>	
Total Colored Schools.....	13
Grand total .....	157

#### PLANT EQUIPMENT

10. Wherever new housing facilities were prepared or constructed the army furnished the requisite number of cots, bed sacks and blankets. New mess equipment was usually furnished by the school as part of its contract for subsistence. Similarly tools and materials for shop work were supplied by the schools as part of their contract for instruction. Units that gave training in automobile repair found no difficulty in securing all the work that they could handle by opening an automobile clinic where dilapidated cars could be repaired for the mere cost of new parts. At some of the detachments there was a long waiting list of cases seeking diagnosis, and it was not infrequent to see a long line of old cars waiting for treatment outside the automobile repair shops.

In a number of instances spare parts and special equipment for instruction were contributed by manufacturers without cost. Occasionally the training detachment made a contract with a neighboring production plant for the actual manufacture by the soldiers of machine parts, sheet metal pails, saw horses, engine stands, and other marketable articles. In a few cases of highly

specialized work, such as the repair of automobile tires, the training was given in plants where the articles were manufactured. In such cases the work was under the supervision of the school authorities.

#### COSTS

11. Contracts with the several schools specified a definite price per man per day that was to be paid to the institution. These prices varied according to the local situation. They were contingent not only on market prices, but also upon the amount of repairs or construction needed and the number of civilian instructors that had to be employed. They were carefully estimated for the first contract, on the general policy that the government would pay all actual costs so that the school would neither lose money nor make a profit.

During the operation of the first contract, detailed studies of the costs were made at each school and adjustments, to compensate for profits or loss, were made in subsequent contracts. The contract prices varied from \$1.20 to \$2.00 per man per day. A few of the first contracts were made at \$2.00, but experience soon indicated that this was higher than necessary. The average price paid per man per day during the last three months of the operation was \$1.46. This was slightly less than the cost of maintaining a man in the cantonment when the initial cost of the cantonment is taken into account on the assumption that that cost is amortized over a period of two years. Since a total of 130,000 men were trained, the total cost of the enterprise was about twelve million dollars. Full details and analysis of the cost are presented in the report of the vocational section.

#### SPECIALIZATION

12. At the beginning, each school gave courses in a number of different lines of work. As the enterprise expanded, it was found advantageous to permit the schools to specialize on particular subjects, such as automobile repairs, electricians, telephone, telegraph, radio or motor transport service. This specialization made it possible for the Committee to establish courses of different lengths, so that a man who had shown special ability in one subject could be sent for a further period of training to a school that specialized in that particular line. On this basis a school of radio engineering was established at the University of Vermont, and specially qualified men were sent there from other training detachments.

As this specialization process developed, the work in the central office at Washington was divided and special sections were formed, each in charge of a special division. Thus in August a motor transport section was formed in charge of Mr. W. S. Field; a section of radio engineers was developed in charge of Mr. H. V. Bozell. Other sections on band musicians under the

direction of Mr. Wallace Goodrich, cooks under the direction of Mr. Joseph Byfield, and colored schools under the direction of Mr. George Phenix, were formed during October. By this arrangement the efficiency of the work was increased and rapid progress was being made toward more efficient instruction all along the line.

#### INSPECTION

13. In September a group of five officers was detailed to make an extensive inspection of the vocational schools. This committee was composed of Lieut. Col. Abney Payne, of the Coast Artillery; Lieut. Col. J. C. McLanahan, of the Field Artillery; Major Louis T. Grant, of the Engineers Corps; Lieut. R. C. McDowell, of the Air Service Signal Corps; and Mr. Norman Collyer, of the Committee on Education and Special Training. The committee made an extended inspection of schools from Maine to California, visiting 29 committee schools and 12 corps schools, and submitted an extended report. The chief conclusions of this report are these:

"The Inspecting Committee wishes to give testimony to the highly patriotic and effective work which has been done at most of the institutions visited. There has been in general no thought, either of personal gain or of profit to the institution. In fact, many schools have gone into debt for expenditures for which they can look only to the committee for reimbursement. The emergency arose, and it was met, with the energy and resourcefulness which is characteristic of the American people. The Inspecting Committee was careful to inquire of the officers of the various corps schools, whether in their opinion the committee's program had justified itself through the assistance given in organizing and training the National army, and the expression was practically unanimous that the men furnished by the committee to the corps schools had been trained in such a manner as to make them of greater value, and that the program of the corps schools had been materially advanced thereby. Where the value of the training was in doubt, it is believed that such doubt was occasioned by observation of the earlier graduates of the committee's schools, turned out before the training work had progressed to a point of efficiency.

"The extension of military discipline to the class room was an experiment watched with keen interest by the authorities, and for the most part they expressed themselves as being thoroughly convinced of its success. The greater efficiency of instruction when given under such conditions was apparent, and the morale of the men while in the class room was observed to be very high. There was less time lost in transfer between classes, an entire absence of confusion and a noticeable improvement in the alertness and attention of the students."

**ORIGIN OF THE S. A. T. C.**

14. As has been shown in the preceding paragraphs, the immediate need which caused the creation of the Committee on Education and Special Training was the shortage of technicians. It was to the practical meeting of this need that the Committee addressed its first efforts. Nevertheless, it was evident at the very beginning of the work that a similar shortage would soon be felt in the higher technical professions and in candidates for officer training camps. Therefore the Committee at once began a discussion of the possibilities of organizing the colleges to meet this other need which would require much longer periods of study and preparation.

The first step in this discussion was taken on March 6th, when the Advisory Board submitted a memorandum suggesting the establishment in all institutions of college grade of cadet reserve corps in which young men from 18 to 21 years of age might voluntarily enlist. It was further suggested that these students should receive military instruction, should maintain an academic standard higher than the pass mark, and should be enlisted, but on furlough status, and hence liable to call to active service at any time. On reaching the age of 21 they should enroll with their local boards and pass under control of the selective service regulations. This project was carefully discussed for several weeks and finally submitted to the Secretary of War for approval. As a result the Secretary issued on May 8th, a circular letter to the presidents of all institutions of collegiate grade. This letter announced the intention of the War Department of establishing a comprehensive system of military training in colleges at the beginning of the college year in September, 1918. (Appendix B).

As stated in this letter the new policy was intended to accomplish a two-fold object: first, to develop as a great military asset a large body of young men in the colleges; and second, to prevent unnecessary and wasteful depletion of the colleges through indiscriminate volunteering, by offering to the students a definite and immediate military status. The Committee was instructed to prepare a detailed program for putting this policy into effect.

**THE FIRST PLAN**

15. After about a month of careful study of the details the Committee submitted its proposed plan of organization. The plan was finally approved by the General Staff, a General Order authorizing it was issued on June 28th (Appendix C) and the latter part of this General Order was issued as a circular to the colleges by the Adjutant General the following day.

By the terms of this order the Committee was transferred from the operations division to the Training and Instruction Branch of the War Plans Division of the General Staff, and instructed to proceed with the administra-

tion of the enterprise. Major William R. Orton was added to the Committee as a specialist in military training.

The essential features of this plan were the creation of a new department of the army known as the Students' Army Training Corps, units of which were to be established at colleges under special regulations. Students who applied and were permitted to enlist in this corps, thereby became soldiers in the army of the United States, subject to active service at the call of the President. They were to be placed on furlough status and receive no pay or allowance until called to active duty. It was announced that the policy of the government would be not to call members of the Students' Army Training Corps to active duty until they either completed their college courses or reached draft age, whichever occurred earlier, and that on reaching such age they be required to register with the local board and become subject to the selective service regulations. Military training was to be given for ten hours a week, six of which were to be practical military work and the other four were to be devoted to academic studies of military value.

In accordance with this order steps were immediately taken to organize summer camps at Plattsburgh, Fort Sheridan and Presidio. All institutions of collegiate grade that had more than 100 male students were invited to send delegates from both their student-body and their faculty to these camps. The camps were opened on July 18th, with an enrollment of nearly 9,000 men, and lasted for sixty days. It was intended that these men should return to the institutions from which they came to act as assistant instructors of military science and tactics in the Students' Army Training Corps units. But before the close of the camps the new plan described below and the greatly increased need of officers led to the commissioning of 2,750 of the graduates of these camps.

#### ADMINISTRATION

16. Immediately after the issuance of the Adjutant General's circular of June 29th, applications for units of the new corps began to pour in. It soon became evident that the administrative machinery of the Committee would be unable to handle this new project, and it was therefore decided to create a new division of the organization to handle this collegiate work. An organization was sketched out along the lines that had proved so satisfactory in the vocational training, and, upon recommendation of the Advisory Board, R. C. Maclaurin, President of the Massachusetts Institute of Technology, was called to become educational director of this new collegiate section of the Students' Army Training Corps.

President Maclaurin assumed his new duties on July 17th. He at once selected twelve district educational directors and called them to a conference

in Washington to draw up the regulations for the new corps. These regulations are printed in full in Appendix D.

For the purpose of establishing co-operative relations with the educational institutions, arrangements were made to call the representatives of the colleges to three conferences held at different places about the same time. These were held on August 25th at Presidio for the western colleges, on August 29th, in Fort Sheridan for the central colleges, and on September 3d, in Plattsburgh for the eastern colleges. Both military and civilian delegates from the Committee were sent to each of these conferences, but it was extremely difficult for them to explain what would happen because the plans were at this time in process of fundamental revision on account of the sudden change in the military situation as described in the next section. These conferences were, nevertheless, valuable in attaining cordial co-operation of the college authorities.

#### SECOND PLAN

17. On August 6th, after about 250 units had been authorized on the first plan, the War Department announced its intention of asking Congress to extend the draft ages to include years eighteen to forty-five. This would preclude recruitment by enlistment, and hence on the following day all voluntary enlistments were ordered suspended. These two actions rendered the administration of the Students' Army Training Corps under the authorization then prevailing impossible. The proposed lowering of the draft age to eighteen, coupled with the announcement that the men within the enlarged draft ages would all be called within a year, would have completely emptied the colleges of all their able-bodied students. The order prohibiting enlistment made it impossible for the students to enlist voluntarily. The passage of the bill to extend the draft ages was fairly certain, so the Committee was compelled in the meantime to decide whether to abandon the project altogether or to continue the plan, revised to meet the new situation.

Under the circumstances it seemed improbable that with the likelihood of a call to the colors in the near future young men of eighteen and nineteen would have returned to college in a civilian capacity, and there was no opportunity for voluntary enlistment. Many of these young men would, therefore, have spent their time in idleness and in a state of uncertainty and demoralization. The furlough status was ruled by the Judge Advocate General to be inappropriate, inasmuch as the students would actually be performing military duties. To give them at once the full military status and to have them profitably employed, while at the same time mobilized and ready for instant service seemed the only reasonable solution of the problem.

This solution also met the urgent necessities of the military situation.

The German retreat had begun. Class I of the first draft was exhausted. A rapid mobilization of our full man power and the increase of the army by about 2,000,000 men had been decided upon. At least 100,000 new officers were required to command the enlarged army. Experience had shown that not over half of these could be secured from the men called through the draft. Some rapid means of selecting, training and preparing young men as candidates for officer training camps had to be provided. The Students' Army Training Corps offered a solution of this serious problem. It was, therefore, decided to revise the plan and thus to give the educational institutions the opportunity of serving their country effectively in this crisis.

The new plan differed from the old plan first, in admitting all men by voluntary induction instead of by enlistment; second, in placing them on active duty immediately; and third, in cutting down the period of preliminary training in schools to nine months maximum and three months minimum. On the other hand, it identified college training with national service by providing that all physically fit men students over eighteen years of age in colleges might be voluntarily inducted into the army as soldiers on active duty and with privates' pay. In order that they might not be made a privileged class enjoying partial immunity from draft, they were divided into three groups in accordance with their ages. The twenty-year group was to remain three months in college from October first, the nineteen-year group six months, and the eighteen-year group nine months. By this arrangement their calls to field service would on the average coincide with the draft calls of all other men of like ages.

The period in college was a try-out in which the men were carefully rated to determine their qualifications as material for officers. According to his achievement while in college the student would be sent at the end of his prescribed period either to an officers' training camp or to a cantonment. A few specially qualified in technical lines such as medicine and engineering which required longer training might be retained in college for further study if the needs of the service warranted it.

Since the members of the S. A. T. C. were on active duty status it was necessary that their living conditions conform to military routine. Hence the colleges were required to furnish barracks facilities, and mess accommodations, a requirement that caused considerable difficulty particularly in city schools. A special paragraph was included in the man-power bill of August 31st authorizing the Secretary of War to make contracts with educational institutions for the purpose of carrying out this plan. An appropriation of \$54,000,000 was set aside to pay for housing and instruction under these contracts. Subsistence was paid out of the general subsistence fund.

In order to open the privileges of the S. A. T. C. to all young men irrespective of their academic status, the vocational training detachments then in

operation under control of the Committee were made the vocational section of the S. A. T. C. Any man with a grammar school education might then be voluntarily inducted into the corps. If he had not had high school training, he was thus given an opportunity to demonstrate his ability to undertake the officer training and was transferred to the collegiate section as soon as his fitness was demonstrated. Conversely students who had been admitted to the collegiate section but who were found unable to carry the work there might be transferred to the vocational section if their abilities indicated that this was desirable. Authorization was also given to transfer men from depot brigades at the cantonments to the S. A. T. C. when their ratings at the cantonments indicated that they were officer material but did not yet possess the educational qualifications to enter the central officers' training camps.

The arguments that induced the War Department to adopt this plan in spite of the large expenditure required were: first, that it promised to furnish an adequate supply of officer candidates promptly; second, that it offered a practical means of speeding up mobilization without waiting for the construction of additional cantonments; and third, that it provided a suitable ad interim status for the younger men who would presumably not be called to the colors until the spring of 1919. The capacity of the colleges was estimated at 200,000 men, or the equivalent of about five cantonments. These could be added to the training facilities immediately. Besides, the cost per man per day at the colleges had been proved by the vocational training detachments to be somewhat less than the cost at cantonments. The proposal therefore furnished a means of placing immediately 200,000 more men in training at a somewhat less cost than was being paid for those already under discipline.

The plan as just outlined was finally approved in all its details on August 28th and was ready for issuance to the colleges on the passage of the manpower bill on August 31. (Appendix E). This act contained the following paragraph as section 7: "The Secretary of War is authorized to assign to educational institutions, for special and technical training, soldiers who enter the military service under the provisions of this act in such numbers and under such regulations as he may prescribe; and is authorized to contract with such educational institutions for the subsistence, quarters, and military and academic instruction of such soldiers."

#### REORGANIZATION

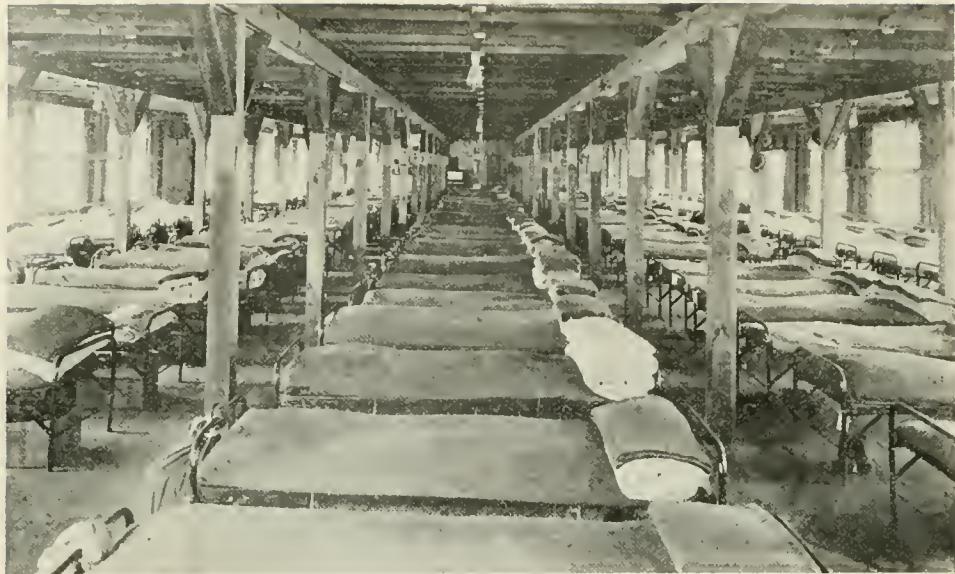
18. In response to the call for volunteers for this new military service, 525 educational institutions responded. (Appendix F). From the new registration of September 12, the committee was allotted 200,000 men for distribution among these colleges. The entire enterprise, vocational and collegiate, involved responsibility for an expenditure to June 30, 1919, of nearly two hundred million dollars. To meet this situation the Committee's



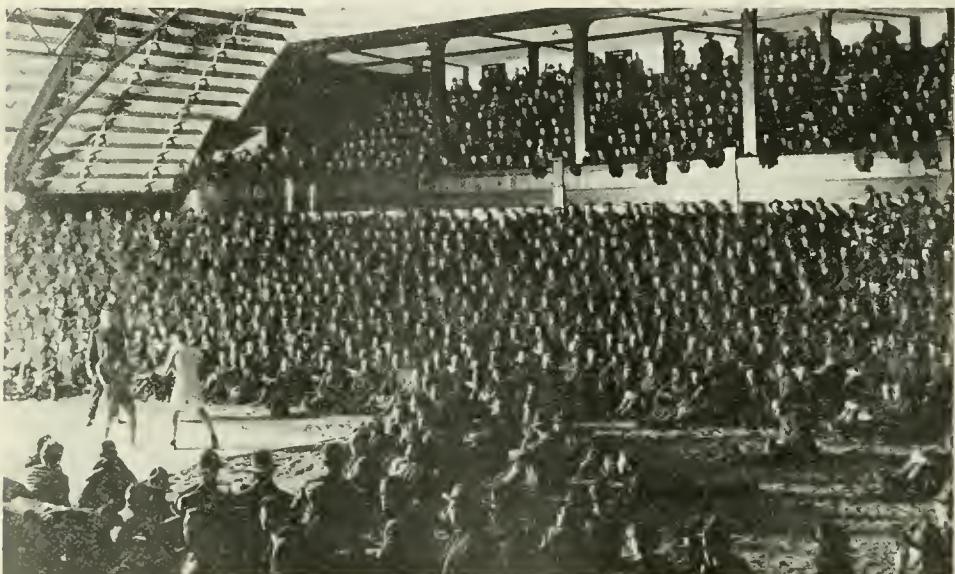
Recruits Being Inoculated  
Tuskegee Institute



Drill on the pavement, College Ave., during the influenza epidemic  
Michigan School of Mines



Sections A and B interior of barracks  
Tulane University



Weekly recreation night. An athletic program is on.  
Oregon State Agricultural College

administrative organization was remodeled according to the following plan. The activities of the Committee were divided into three departments known respectively as the Military, the Educational and the Business Departments. Lieut. Colonel Clark was made the administrative head of the Military Department, C. R. Mann was appointed head of the Educational Department and E. K. Hall, Vice-President of the Electric Bond & Share Company, was called from New York to be director of the Business Department. Each of these departments was divided into several sections as shown in the organization chart. (Appendix G). Provision was made for a large increase of the office force in the central office in Washington and in the twelve district offices. This organization was in effect when the armistice was signed.

The month of September was one of most concentrated activity for the new organization. College plants had to be inspected and units authorized. Housing facilities had to be improvised and quotas assigned. Medical inspection had to be provided and a new routine of induction established. Questions concerning entrance requirements and curricula had to be decided. Teachers, equipment and officers had to be provided. While the Committee was struggling to administer all these details with maximum speed, its offices were crowded from morning till night with college presidents and other executives, seeking detailed information and asking special interpretations of the regulations to fit their peculiar local conditions. There were also numerous calls from individual students, parents and congressmen, to ask about the application of the regulations to special cases. Yet in spite of all obstacles and because of the cordial co-operation of the educational institutions, the impossible was accomplished and the Students' Army Training Corps was formally mustered into service on October first.

#### NAVAL AND MARINE UNITS

19. During September arrangements were completed for the establishment of naval and marine corps units at selected institutions. Six of the naval units were large and in charge of navy officers, but in the remaining 75 the army officer was in command. A circular was sent to the colleges on September 24, stating the conditions under which these units were established. (Appendix H). The Committee was authorized to permit 12,000 of the 200,000 men allotted to the Students' Army Training Corps to enlist in these naval and marine corps units.

#### CURRICULA

20. The general schedule that was adopted for all institutions called for eleven hours of military training and forty-two hours of academic work each week. This schedule was soon found to be excessive and was reduced just before the armistice to nine hours of military and 36 hours of academic work. The schedule also called for two hours of supervised study each day.

Since the students had to be divided into three groups according to age because of the requirements of the draft law, it was suggested that the time from October 1st to July 1st be divided into three periods of three months each. The men in the 20-year group were to be permitted to remain three months, and hence the academic work had to be assigned to subjects with which every officer must have some acquaintance, such as sanitation and hygiene, military law, surveying and map making. In addition each student was required to take a course on the issues of the war as described in the next section. This left no time for elective work for this group of men. A special bulletin describing the general plan proposed was issued on September 25. (Appendix I).

For the 19-year-old group, which was expected to remain in college six months, it was possible to distribute the required subjects over two terms in such a way as to leave the opportunity for some elective. Similarly the 18-year-old group was able to distribute its required work over three terms and have a still larger margin of elective. Several variations of this fundamental course were suggested for special corps such as the engineer, motor transport and quartermaster.

It was not possible, therefore, to follow the precedent that had been so successfully used in the vocational section and define the result that must be secured, leaving the schools free to achieve that result by their own methods. Hence a number of specialists in the different required subjects were promptly called to Washington and asked to gather from the Army such information as was possible in a few days and to formulate suggestions concerning curricula, contents of courses and hours to be assigned to each subject.

In addition to the bulletin which defined the general programs for all corps, a series of circulars specifying the desirable subject matter in particular courses was issued during the week following. These covered the standard subjects like mathematics, English, French, German, government, history, engineering, astronomy. They were prepared on the plan of the regulation college syllabi by small committees of specialists in each field and include lists of topics that should be covered in each course. Altogether 25 of these circulars were issued between September 18th and October 15th.

It was obvious to the Committee that the problem of organizing curricula to meet the requirements of the war training was one requiring constructive experimentation at the educational institutions in cooperation with the War Department. These bulletins were not intended as prescriptions but as examples of the kind of instruction that seemed most likely to meet the necessities of the case.

#### COURSE SPECIALISTS

21. As soon as these bulletins had been issued the Committee called a number of specialists in the various subjects to Washington to study the

requirements for the various types of officers and to formulate more suitable definitions of the content of the courses. These men began work by visiting the training camps and discussing with army officers the duties of the different types of officers as was done in the vocational section. This work was in progress when the armistice was signed.

#### WAR ISSUES COURSE

22. When the collegiate section of the Students' Army Training Corps was organized it was at once decided to require the institutions to devote three hours a week to an expanded course on the Issues of the War. On September 10th and 18th memoranda were issued giving general directions for this course and asking the colleges to report to the Committee the name of the professor placed in charge. (Appendix J.)

The Committee felt that in the interest of morale the soldiers should have an intelligent understanding of the cause for which they were called to fight. They should therefore know something about the historical and economic causes of the war, the problems of government which have played so important a part in it, and the national ideals of the various countries engaged in the struggle. The colleges were accordingly requested to organize a course combining the points of view of history, government, economics, philosophy, and modern literature. In a normal program the first three months were to be given to the historical and economic causes of the war, the second three months to the governments of the various countries engaged, and the third three months to an explanation of their national characteristics and ideals. The course was to be combined with the usual elementary course in English composition whenever possible, in order to economize time and to make the work of the course more effective by requiring students to write essays on the subjects which they were studying.

At the time of the signing of the armistice the Committee was planning to provide an elaborate series of materials for the direction of the course in the collegiate section. A brief bibliography was issued in October. The pamphlet, "Questions on the Issues of the War," was issued early in November. A bulletin announcing that the maps of problem areas prepared by the American Geographical Society for the House Inquiry would be made available for the War Issues Course, was issued November 8th. On October 15th the Committee entered into an agreement with the World Peace Foundation by which the Foundation was to finance the publication of a series of pamphlets, bibliographies, and syllabi on subjects connected with the War Issues Course, and the cooperation of various other outside agencies was secured. Full details are given in the report of the Director, which constitutes Part 4 of this report.

**TEACHERS**

23. The problem of retaining teachers was found in the vocational section to be very serious. As has been stated arrangements were made to have essential teachers enlisted in the Enlisted Reserve in order that they might remain on their jobs. When the plans for the collegiate section were maturing in May, steps were taken to get authorization to handle college teachers in the same way. Since the control of the Enlisted Reserve was vested in the separate staff corps it was necessary to have that control transferred to the Committee. After a number of weeks of negotiation with the Provost Marshal General and the Staff Corps, authorization for this change was finally secured.

Blanks for administering this enlistment of teachers in the Enlisted Reserve were prepared and were ready for distribution to the colleges early in August. Just as they were about to be mailed the order prohibiting all enlistments was issued and this method of retaining teachers had to be abandoned.

Authorization was then secured to detail soldiers who had the proper qualification to schools to teach. In addition, the man-power bill placed a more liberal interpretation upon the grounds for exemption by including necessary occupations, and it was agreed that teachers in schools that had contracts with the War Department were engaged in necessary occupations. The Committee therefore notified the colleges that they should claim exemption on this ground for teachers who were necessary to carry on the Students' Army Training Corps work. (Appendix K.)

**RATING AND TESTING**

24. The time was so short between the passage of the man-power bill and the initiation of the Students' Army Training Corps that it was not possible for the Committee to develop an adequate system of selecting the candidates for admission. The colleges were therefore instructed to use their ordinary systems of college admission and to preserve their regular standards. They were also instructed to make clear to the entering students that the first three months were a period of trial and that any students who did not make good would be transferred to cantonments.

In order to prepare a system that was better adapted to army needs, a section on Personnel Methods was established in the Education Department, and Mr. A. C. Vinal of the American Telephone & Telegraph Company was called to be director. After careful consideration, a plan of admission was devised. Schools were notified that after October 1 all admissions would be on this new plan. Each school was asked to establish a Personnel Board, and qualifications of the applicant were determined by this Board on the basis of a written statement of his past experience and educational history, a personal interview by members of the Board, and his rating by the standard army intelligence test.

In order to administer this new plan twenty-four District Directors were authorized and these were called to Washington for instructions in their new duties. Arrangements were made with the Department of Psychology of the Surgeon General's Office to supply the schools with the necessary blanks for the intelligence tests. These blanks, together with the instructions for using them, were mailed on November 14th.

The method of rating and sorting the men in college for the purpose of distributing them in the most satisfactory manner among the several corps was devised for the Committee by Professor E. L. Thorndike of Columbia University. This plan involved two steps; namely, first, to select all students who were qualified to become officers in any branch of the service, and second, to distribute these qualified men among the various corps. Instructions for administering this plan were in preparation when the armistice was signed.

Since the administration of this portion of the work involved an intimate knowledge of the numbers of officer candidates required by the several corps and the close cooperation with the military authorities, the section on Personnel Methods was transferred to the Military Department where it could work more intimately with Major Peer's section on Army Needs.

#### INITIATION

25. On October 1st, the members of the S. A. T. C. were mustered into the service simultaneously at all the 525 units. The ceremony took place at 12:00 M. in the eastern district, at 11:00 A. M. in the central district, at 10:00 A. M. in the mountain district and at 9:00 A. M. in the western district so that all occurred at the same moment of time. Special messages from the President of the United States, the Secretary of War, and the Chief of Staff were read and the orders of day from General Rees, Commander in Chief of the Students' Army Training Corps, were presented (Appendix L). At this ceremony approximately 140,000 new recruits were added simultaneously to the fighting forces of the nation.

#### THE INFLUENZA

26. The Students' Army Training Corps had hardly begun its existence when the epidemic of influenza swept over the country. Nearly every one of the units was seriously affected and it was impossible to carry on either the military or the academic work. For nearly three weeks little of value was accomplished at most of the schools. The epidemic was also responsible for the relatively small number of inductions, as many of the students who had gone to the schools with the intention of joining left as soon as the epidemic threatened. The quotas that had been assigned to the schools indicated that the total enrolment would be not less than 185,000. As a matter of fact 142,000 were actually inducted.

The epidemic also compelled the Provost Marshal General to cancel the calls that had been issued for the middle of October. These calls included about 25,000 men for the vocational units. Since the men could not be secured at that time a large number of the vocational schools were idle for the last month of their existence.

#### OTHER DIFFICULTIES

27. During September the shortage of candidates for officer training camps became acute. The chiefs of the several staffs corps appealed to the Committee to relieve this shortage from the Students' Army Training Corps which was created to be a reservoir of officer material. For some time the Committee resisted this pressure but finally yielded and issued calls for about 8,000 men to be selected on a pro rata basis from the larger units. Since these men had not been in school more than two weeks, it was impossible to select them on the basis of academic records. They were picked out by the commanding officers and this gave undue emphasis to the idea that the academic work was unimportant and the military work the only thing that counted.

This idea of the insignificance of the academic work was fostered by a number of the young officers who had just graduated from the summer camps, particularly in the middle west. When the situation was presented to the Committee, vigorous steps were taken to counteract it. An order was sent on November 5th to all commanding officers instructing them that in rating men for selection for officer camps a weight of 35 should be given to intelligence as indicated by academic records, a weight of 25 to character, a weight of 20 to military ability, and a weight of 20 to physical ability. The commanding officers were also informed that neglect of academic studies would be considered evidence of low morale. (Appendix M.)

It was inevitable that 525 officers could not be assigned to 525 institutions in such a way that complete compatibility of temperament between the military and academic authorities would always result. As a matter of fact there were a number of cases where serious differences of opinion arose, and these caused a large amount of friction in certain places. It was expected that these younger officers would soon be relieved and to a large extent replaced by officers returning from overseas. Under the conditions the fact that there were not more such cases is a tribute to the common sense and devotion of both the college presidents and the military officers.

These and many other minor difficulties were in process of removal and surely would have been removed had there been time. It required several months to bring the vocational section, comprising 157 schools, into smooth running order, and it is certain that with the cordial support and co-operation that existed between the Committee and the schools, the collegiate section would in a few weeks have come into equally satisfactory running order.



Detachment at Mess  
University of Wisconsin



Bakery run in connection with the mess hall in which all bread and pastry is baked  
for the camp  
University of Texas



Tuning up  
Cornell University



Every man his own laundress. Such pictures as this were sent home to mother to show what her boy had to do in the army

**DEMOBILIZATION**

28. For a week after the armistice was signed the Committee discussed in almost continuous session the question of what to do with the Students' Army Training Corps. Obviously it was desirable to maintain it as an educational experiment and as an organization for training discharged soldiers for higher usefulness in civil life. The question was finally decided by the ruling of the Appropriations Committees of Congress to the effect that the appropriations were made to train men for military service in France and their use for any other purpose would be construed as a misuse of funds. It was for this reason that the Committee was compelled to issue the order for demobilization. The discharges were issued as rapidly as possible, and by December 20th the 165,000 men then members of the Students' Army Training Corps had returned to their civilian status.

**LIQUIDATION OF CONTRACTS**

29. The demobilization left the War Department with 680 contracts with educational institutions. These contracts called for the training of 220,000 soldiers in the vocational section and 200,000 in the collegiate section prior to June 30, 1919. The vocational contracts contained definite agreements as to the price per man per day based upon the experience of the past six months. The collegiate contracts were of a temporary nature and provided for the closing of a final contract as soon as sufficient data had been accumulated to enable the Committee to determine the price.

The problem of liquidating these contracts was at once taken up by the Business Department, and after long and careful study a form of claim was agreed upon and authorized by the government authorities. The representatives of the Committee have been engaged since in visiting the institutions and adjusting the claims. Up to date of going to press (June 1, 1919) 676 of these claims have been finally settled to the satisfaction of both contracting parties.

**RE-ESTABLISHMENT OF R. O. T. C.**

30. As soon as the order for demobilization had been issued the Committee applied for authorization to re-establish units of the Reserve Officers' Training Corps at schools and colleges. This authorization was issued on November 23, 1918 (Appendix N), and the Committee at once began negotiations with the colleges to carry out the provisions of the order. The schools responded cordially to this action and progress is being made toward the development of a permanent policy of military training in the schools in accordance with the provisions of the Defense Act.

**REORGANIZATION OF THE COMMITTEE**

31. The demobilization having been completed, the Committee began at once to disband its administrative force. General Rees was sent to

France to take charge of the development of educational facilities for officers and men in the American Expeditionary Force during demobilization there. Lieut. Colonel Clark and a number of the other military officers resigned their commissions and returned to civilian life. The civilians in the employ of the Committee returned to their peace-time work.

Colonel F. J. Morrow, of the General Staff, was assigned to the duties of the chairman of the Committee, and Major R. B. Perry to those of the secretary. A number of the officers of the permanent army were assigned to work with the Committee and the permanent peace-time organization is developing rapidly.

## PART II—MILITARY ADMINISTRATION

### ORGANIZATION OF THE MILITARY DEPARTMENT

32. The organization of the Committee on Education and Special Training was from the beginning part military and part civilian. Authority was vested in a military committee of four, but this committee ordinarily met together with the Advisory Board, and decisions were reached as a result of the combined judgment of all present. In the interval between meetings the rulings of the chairman were of course authoritative. Associated with the military committee was a civilian executive secretary whose chief duty was that of securing liaison between the commissioned and civilian personnel.

For the first four months after the organization of the Committee the members divided their time between the handling of requisitions for assignment and transfer of technical specialists and the development of the vocational training sections. In both of these functions the Committee was under the direction of General Jervey, Director of Operations. During this period a system was built up for apportioning the drafts, making special calls, distributing men throughout the army and deciding how they should be obtained. As the army grew and the calls for men increased, the need for better machinery became apparent. Major Kimball of the Operations Division was assigned to the work and in co-operation with this Committee and the Committee on Classification of Personnel, a more effective system of handling requisitions and apportioning drafts was built up and the Committee was relieved of further duty in this matter. Finally, there was created in August, 1918, the Personnel Division of the General Staff, and all problems connected with the procurement and assignment of commissioned personnel were transferred to it.

For the work of developing the National Training Detachments, the military organization was comparatively simple. The secretary of the Committee, assisted by the executive secretary, had immediate supervision of the general administrative functions of the Committee. An executive officer combined the duties of administrative officer with supervision of commissioned personnel. The military functions were divided as follows: (1) supply, (2) contracts, (3) inductions, (4) personnel, (5) liaison with different arms and staff corps, and (6) inspection. There were ten inspecting officers, one for each of the districts into which the country was divided.

The procedure was, briefly, as follows. After the preliminary educational inspection, the local inspecting officer would investigate the institution's physical facilities. Upon his recommendation, the contract was drawn and approved and an officer designated for the institution by the executive officer. The officer in charge of induction then prepared the necessary requisitions for the Provost Marshal General, who, dealing directly with the local boards, saw that the number of men covered by the contract was mobilized at the

institution at the proper time. It was the duty of the officer in charge of supplies to see that the equipment reached the institution at the same time as the men. The personnel officer was in charge of transfers at the conclusion of the training period from the institution to the organizations to which the men were assigned by the Division of Operations. The liaison officer studied the needs of the different branches of the service with a view to securing the training of different classes of technicians in the numbers needed, and with a view to assisting in their distribution.

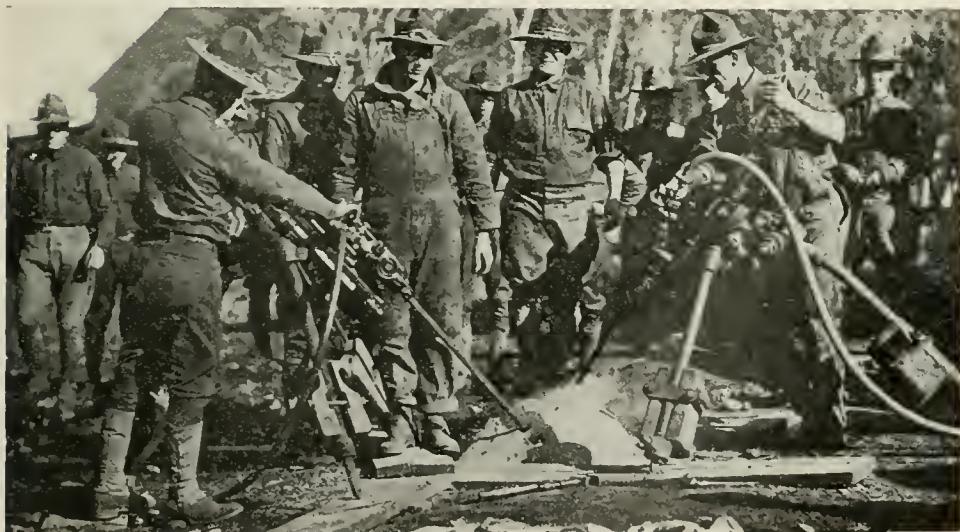
When in August, 1918, the scope of the Committee's work was greatly enlarged by the establishment of the Students' Army Training Corps, a general reorganization of the Washington headquarters was carried into effect. This reorganization involved a greatly increased personnel and a more highly specialized division of functions. In its broad principles the organization remained the same. The source and channels of authority were military, but the co-operation of civilian agencies was recognized in co-ordinated branches and parallel channels of commendation. The civilian Advisory Board was co-ordinated with the military committee proper. The civilian Educational Department and the civilian Business Department were co-ordinated with the Department of Military Administration and Training. The secretary of the committee exercised a double function. As secretary and with the assistance of the executive secretary, he was the chief executive of the Committee and exercised administrative supervision over all three departments, serving virtually as chief of staff to the chairman. As executive officer he was in immediate charge of the Department of Military Administration and Training. Under the executive officer the department of military administration and training comprised six divisions.

#### THE DIVISION OF MILITARY ADMINISTRATION

33. In charge of the administrative officer was the channel by which instructions were communicated to officers on duty at district headquarters and at unit headquarters. This office exercised the functions of an adjutant's office and was at the same time responsible for co-ordination within the military department, inasmuch as all the instructions issued by other divisions had to be approved for issue by the administrative officer. The most important task of this division was the publication and compilation of the administrative memoranda which contained the instructions for commanding officers. The rapidity with which the plans of the Committee were changed, owing to rapid changes in the policy of the War Department and the government, made this task a peculiarly arduous and complicated one. At the time of the signing of the armistice this office was engaged in compiling administrative memoranda with a view to correcting conflicting instructions and placing in the hands of each commanding officer a complete set of regulations.



Contest in Drilling  
Michigan School of Mines



Contest in Drilling (near view)  
Michigan School of Mines



Calisthenics  
College of the City of New York



Instruction in firing  
Cornell University

This office, being charged with immediate supervision of work in the field, bore the burden of the acute difficulties arising from the influenza epidemic, requiring changes in the mobilization plans, medical and hospital facilities, quarantine arrangements, etc. This office was also in immediate charge of the inspection of housing and messing conditions, and up to November 1st, was in charge of preparing contracts for the units of the vocational section.

#### THE OFFICER PERSONNEL DIVISION

34. Up to July the matter of officer personnel had been included within the work of the executive officer. With the establishment of the collegiate section of the Students' Army Training Corps, the question of officer procurement immediately became one of first importance. The comparatively small number of officers required by the National Army Training Detachments (about 750 in all) had been obtained mainly from the officers commissioned from the second series of training camps. With the establishment of collegiate units in all the colleges of the country, it became evident that approximately four thousand officers would be needed. It was expected that in time these would be largely supplied by officers returning from overseas. Meanwhile, however, it was necessary to obtain officers at once in order to have them on duty at the colleges for preliminary preparation before October 1st. This task at first seemed hopeless, but was completed, thanks to the energy and initiative of the commissioned personnel officer. The existing sources of supply for these officers were as follows:

(a) Officers already on duty at institutions with National Army Training Detachments, with scattering additions from depot brigades and hospitals .....	788
(b) Retired officers on duty with institutions, chiefly those maintaining units of the Reserve Officers' Training Corps.....	109
(c) Instructors from the special Students' Army Training Corps camps, held July 15th-September 15th, many of whom had been held over from the Reserve Officers' Training Corps camps, held June, 1919 .....	184
(d) Officers obtained from the air service, mainly officers released from ground schools and examining boards.....	89
(e) Quartermaster corps .....	104
(f) Miscellaneous .....	24

The supply obtained from the six sources above was hopelessly insufficient. Authority was therefore obtained to commission qualified men from the two months' camps then being held at Plattsburg, Fort Sheridan, and the Presidio, and the number so commissioned was 2,618. In many cases these officers were too young and inexperienced suitably to perform the task imposed on them. Their lack of tact and personal prestige, often prejudiced their relations with the presidents and faculties of the institutions at which

they were on duty. It was the intention of the Committee to replace these officers as rapidly as possible by experienced officers returning from overseas. 550 of these newly commissioned officers were held over for one week at the training camps in order to receive special instructions in paper work, and were then assigned to different institutions as personnel adjutants. This also was a temporary measure and these men were promised active duty in the field as soon as their places could be filled by older men with executive and academic experience. Under the circumstances, however, the use of these men was unavoidable and their services proved indispensable.

The division of officer personnel was subdivided into a section of procurement and assignment, and a section of records and orders.

#### THE DIVISION OF SUPPLY AND EQUIPMENT

35. This division under the charge of the supply officer was confronted with difficulties even more serious than those confronted by the officer personnel division. The problem of the distribution of supplies to a large number of scattered points, and the uncertainty as to the precise number of men to be equipped, presented novel administrative difficulties. The priorities question was at all times a serious question, and it was impossible to carry out any consecutive or consistent program inasmuch as the Students' Army Training Corps had to depend upon the same general source of supply as other branches of the army, and was compelled always to give way to the more pressing needs of organizations to be sent overseas. The shortage of wool limited the supply of woolen uniforms and overcoats. The Students' Army Training Corps, like other military activities, was also seriously crippled by the congestion of freight and express traffic, and by the fact that the enlarged mobilization program was put into operation so quickly that the Quartermaster General did not have time to provide the necessary increased purchasing and manufacturing facilities. There were many vexatious delays and disappointments, but it is not clear that under the circumstances this service could have been improved.

The amounts of equipment distributed before November 11, 1919, including small amounts already available at institutions maintaining National Army Training Detachments or units of the Reserve Officers' Training Corps, were approximately as follows:

Cots .....	164,000
Mattresses .....	152,000
Mattress covers and bedsacks.....	313,500
Blankets .....	438,500
Rifles .....	194,250
Cotton uniforms .....	147,687
Woolen uniforms .....	64,967
Overcoats .....	115,000
Trucks .....	1,400

The above figures do not include the considerable equipment issued for purposes of technical instruction. For example motor equipment sufficient for the training of 1,000 men was on hand at each of the five larger schools for motor transport training.

The most serious shortages and delays, in view of the approaching cold weather, were those affecting the supply of blankets, woolen uniforms and overcoats. Every effort was made to meet this difficulty. Commanding officers were instructed to permit the wearing of warm civilian clothes where necessary, and early in October were authorized to purchase blankets in the open market; and arrangements were made with the Red Cross to supply the men with sweaters.

The cancellation of the November draft made available an abundance of woolen uniforms and overcoats, and the problem then became wholly one of distribution. Authority was obtained to ship by express instead of freight. It had proved necessary in the summer to handle the equipment problem from Washington, owing to the rapidity with which the situation changed, and owing to a similar centralization in the ordnance and quartermaster departments. But steps were now taken to decentralize, and to bring the zone supply officers into telegraphic and telephonic communication with each institution whose needs were not yet supplied. As a result of these and similar efforts approximately every member of the Students' Army Training Corps was furnished a wool uniform before his discharge.

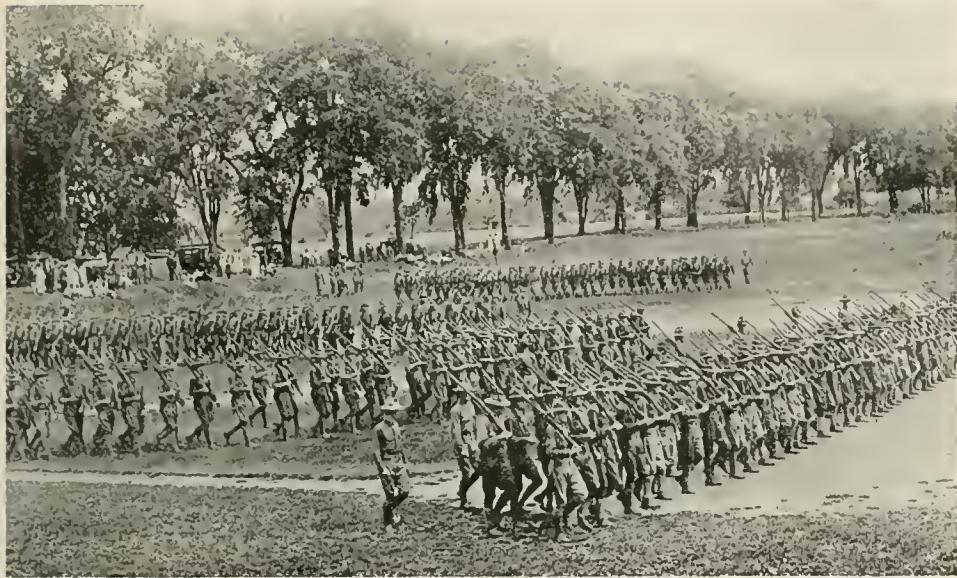
#### THE ENLISTED PERSONNEL DIVISION

36. This division underwent a gradual development and was at the time of the signing of the armistice assuming greater and greater magnitude and importance. The mobilization, distribution and transfer of members of the Students' Army Training Corps was a problem requiring most careful study and the closest and most co-operative relations with other branches of the War Department. To this division fell, in the first place, the problem of studying the needs of the army with a view to adjusting to these needs the quantities and types of men trained, and with a view to improving the methods so that the product should be as nearly as possible fitted to actual army conditions. The complexity and importance of this problem led to the creation of a committee on army needs, of which the enlisted personnel officer was chairman, but which included also several members of the advisory board and of the educational department.

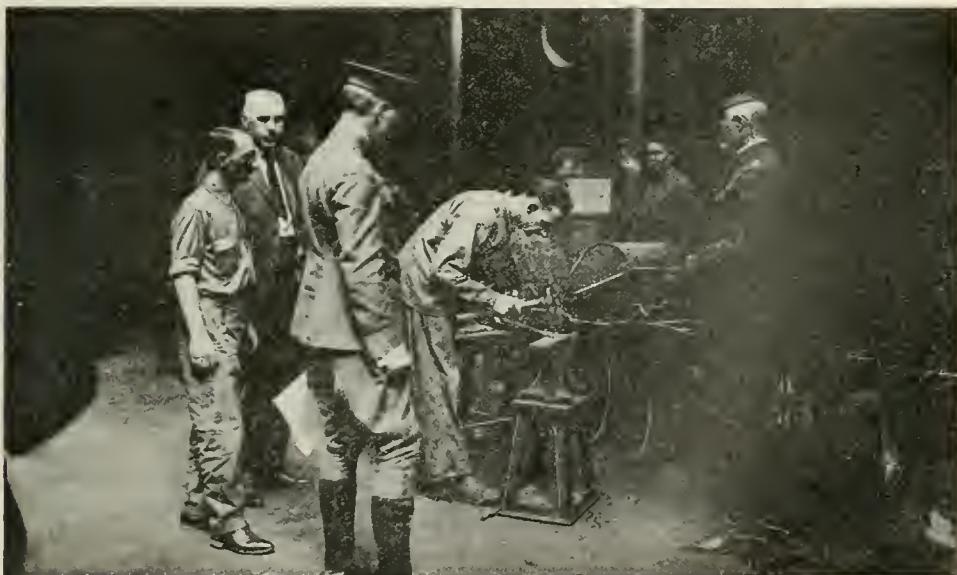
The problem of mobilization required close contact with the office of the Provost Marshal General. A new method of induction was authorized for the special purpose of the collegiate section of the Students' Army Training Corps. This method permitted the induction to be made at the institution through the officer on duty, but required the issue to the institution of the necessary number of competent orders in blank, and required the action of

two local boards, the local board of origin at the student's home and the local board of transfer in the vicinity of the institution which he attended. The delays inherent in making these transfers were often so great that at time of the signing of the armistice many men who had been on duty with units from the beginning had not yet been completely inducted. To this method of induction was also added the method of voluntary induction by individual application requiring the use in each case of a special competent order from Washington. Added to these two forms of induction was the transfer of the enlisted reserve corps to active duty with the Students' Army Training Corps. The enlisted reserve corps had been used as a means of giving military recognition and exemption from the draft to students of engineering and medicine whom it was desired for military reasons to have continue at their technical studies. This provision was absorbed in the more comprehensive Students' Army Training Corps plan and the members of the enlisted reserve corps who had formerly been on inactive duty and conducting themselves as civilians were now to become members of the Students' Army Training Corps on a par with the newly inducted men. This transfer was to be effected by the commanding generals of the territorial departments, but was so greatly delayed that many of these men also had not assumed a full active duty status before the signing of the armistice. Meanwhile, the vocational sections were being recruited by the old method of requisitions on local boards. The whole problem of recruitment was thus extremely complicated and remained so up to the time of the signing of the armistice. It was hoped at an early date to reduce all recruitment in the collegiate sections to the method of voluntary individual inductions.

Another aspect of the work of this division was the distribution of the product. This required close liaison with the Operations Division of the General Staff, and with the several arms and staff corps. It was estimated late in September that the officers' schools would need about 5,000 men per month from the collegiate section of the Students' Army Training Corps for the months of October, November and December, and that at least this rate would be maintained throughout the academic year. As the situation developed there was every indication that this rate would be exceeded. The committee endeavored to obtain a table of monthly requirements with official requisitions from the chiefs of the several services concerned. At the time of the signing of the armistice the following requisitions had been received for monthly deliveries to officers' schools: infantry, 2,750; field artillery, 2,000; coast artillery, 500; air service, 1,870; machine gun service, 300. The total number of men sent to officers' schools before July 1st, would, on the basis of these estimates, certainly have exceeded 50,000. Before November 11th, 8,642 candidates had already been sent to officers' schools, and 122 to non-commissioned officers' schools. These were distributed in approximately the



Battalion at drill  
Princeton University



Inspection by Major General C. A. F. Flagler  
Springfield Technical High School



A lecture at Columbia University



Carpentry. Making a tank  
Atlanta University

ratio of the above requisitions, among infantry, field artillery, coast artillery, motor transport service, air service, quartermaster corps and machine gun service.

The sudden demands for men to be sent to the officers' schools led to the transfer of men from the collegiate section of the Students' Army Training Corps at an earlier date than had been anticipated, which further complicated the already confused situation during the period of organization. It was planned that as soon as the emergency demands were met the transfers to officers' schools should be made only at the close of each three-months' term; in other words, on January 1, April 1, and July 1.

#### THE MILITARY TRAINING DIVISION

37. This division prepared schedules of practical military training for the Students' Army Training Corps units. It had been planned to enlarge this division by including an expert on physical training and by the preparation of special manuals. The practical military training conducted at Students' Army Training Corps units was confined to elementary and basic work, as the greater part of each member's time was set aside for class-room studies. The schedules were arranged to lay the ground for the intensive training of the officers' schools, and to afford a basis for determining the candidates' merits and special aptitudes.

#### THE SECONDARY SCHOOL DIVISION

38. This division was never completely organized, but much attention was given to the problem of secondary schools, and a comprehensive plan for a Junior Reserve was provisionally drafted. There were many boys of 18 years of age in secondary schools, and still more who would have reached that age in the near future. It was thought desirable that these boys should be prepared as rapidly as possible for admission to the collegiate section of the Students' Army Training Corps, and that meanwhile they should be brought within the scope of the great national movement through forms of training and service suited to their age and consistent with the uninterrupted continuation of their schooling. The secondary school division did a very valuable service in conducting an extensive correspondence with secondary school teachers, parents and students, and in seeking to allay the unrest which they felt. It was insisted at all times that a student in secondary schools under the age of 18, could best serve his country by strictly attending to his school work and thus preparing himself in body and mind for service when called to the colors.

Military training in secondary schools was encouraged and organized under the provisions of existing legislation by issuing about 5,000 Springfield rifles, caliber .30, to secondary schools under the act of April 27, 1914; by aiding schools in securing instructors for military training; and by developing

and putting into operation, in co-operation with the labor department, a plan for bringing in disabled foreign officers as instructors. The units of the Reserve Officers' Training Corps already organized in secondary schools were administered, equipped and encouraged by this division, which also handled the question of exemption of essential secondary school teachers.

#### THE MEDICAL DIVISION

39. The medical problem which confronted the committee was a two-fold problem, embracing medical education and the medical care of the members of the Students' Army Training Corps. In May, 1918, an officer was detailed to the committee to represent the office of the Surgeon General. Further personnel was added to provide for dental and veterinary surgery and for pharmacy. Under the supervision of these officers, who formed a special section of the collegiate division of the educational department, Students' Army Training Corps units in medicine, veterinary medicine, dentistry and pharmacy were established at suitably qualified institutions, and special studies were made with a view to introducing intensive courses of instruction with military applications.

The larger problem of medical care was at first handled by the same personnel. The problem of medical officers for duty with Students' Army Training Corps units was a most serious one. 178 officers were available as already on duty with National Army Training Detachments. To meet the greatly increased demand of the Students' Army Training Corps both for medical care and for physical examination, a much greater number was needed. As medical officers were not available it was necessary to secure contract surgeons, who were civilian physicians residing in the neighborhood of the institutions and receiving a temporary appointment from the War Department. 755 such surgeons were appointed and the medical personnel at Students' Army Training Corps units eventually reached the following figures:

Contract surgeons .....	755
Medical officers .....	196
Dental officers .....	155
<hr/>	
	1106

The influenza epidemic occurred before proper plans for hospital facilities were completed, and special arrangements for hospital care, nurses and attendants had to be made locally to tide over the emergency. The mortality was much smaller than might reasonably have been expected and compared favorably with the results in army camps and even in the community in general. The medical care of the Students' Army Training Corps was eventually (after Oct. 15, 1918), handled directly from the Surgeon General's office under the charge of an officer detailed for the purpose in the division on sanitation.

**DISTRICT OFFICERS**

40. In order to provide a suitable amount of decentralization twelve territorial districts were established with representatives of the major departments and divisions of the Washington organization. District headquarters, with suitable office space and clerical help were established at Boston, Mass., New York, N. Y., Philadelphia, Pa., Raleigh, N. C., Nashville, Tenn., Columbus, Ohio, Chicago, Ill., Minneapolis, Minn., Kansas City, Mo., Austin, Texas, San Francisco, California, and Helena, Montana. The officers and civilians on duty at district headquarters served as a channel of communication between the Washington Committee and the many units in the field, and the inspectors visited these units with a view to offering suggestions, standardizing the work, and overcoming minor difficulties.

In order to obtain better co-ordination among all the representatives in the field, and between these representatives and the headquarters organization, a series of sectional conferences were held; for districts 1, 2, 3, and 4, in New York, October 14-15; for districts 5, 6, 7, and 8, in Chicago, October 17-18; and for districts 9, 10, 11, and 12, in Kansas City, October 21-22. Each conference was attended by all the district representatives of the four districts comprising the section, and by representatives of the different departments and divisions of the committee in Washington.





Concrete construction  
Purdue University



Carpenter Class  
Howard University



Tents used during the influenza epidemic  
University of California



First detachment ready to leave  
University of Kentucky



Concrete construction  
Purdue University



Carpenter Class  
Howard University



Tents used during the influenza epidemic  
University of California



First detachment ready to leave  
University of Kentucky

## PART III—BUSINESS ADMINISTRATION

### ORGANIZATION

41. With the rapid expansion of the S. A. T. C., consequent upon the passage of the Man Power Act, a third problem was added to those of an educational and military nature already existing. The establishing of contractual relations with nearly 700 institutions involving a probable expenditure of over one hundred million dollars with the conduct and audit of the financial operations arising from this large disbursement called for the organizing of a business department commensurate with the importance of the work it would be called upon to perform. Mr. E. K. Hall, vice-president, Electric Bond & Share Company of New York City, was asked to organize and conduct a department which should handle all financial matters arising out of contract relations with the educational institutions and entered upon the duties of business director on September 10.

Primarily the work of the department divided itself into that transacted (1) in Washington, and (2) through the district or field headquarters, twelve in number, each the same as to location and extent of jurisdiction as the military and educational districts.

For routine purposes the work at Washington headquarters was arranged to fall into four divisions, each reporting to the business director.

1. Field Service—with Mr. Henry H. Hilton, the assistant business director, at its head. The Field Service of this division was handled by district business managers.

2. Contract Accounts—handling all the vouchers arising out of the relations with the colleges, Mr. W. R. Gray, Dean of Tuck School of Administration and Finance at Dartmouth College, being its chief. The Field Service of this division was handled through district accountants.

3. Administration Accounts—having as its Chief Mr. F. W. Hunnewell, Comptroller of Harvard University.

4. Office Service—with Mr. Ernest Hartford, Assistant Secretary of the American Society of Mechanical Engineers, as manager.

To each district was assigned a business manager and one or more district accountants. Enthusiastic desire for patriotic service made possible the speedy selection for these important positions of especially well equipped men with large business experience who cheerfully left important personal engagements in order to take up this difficult and exacting work.

### CONTRACTS

42. Vocational contracts had for some months been in force and had taken on a definite form both as to duties and obligations of the contracting institutions on the one hand and the remuneration to be paid by the government on

the other. The intended establishment, however, upon October 1—then only two weeks distant—of approximately 550 collegiate units introduced new conditions and necessitated a new form of contract for which there should later be substituted a permanent contract covering the period October 1, 1918, to July 1, 1919.

To establish a temporary basis upon which the important obligations to the colleges could be met, 25 cents per day for housing and 75 cents per day for subsisting each student soldier was adopted. The price for instruction was based upon the tuition rate of each contracting institution, reduced to a per diem basis. Except as to tuition, these rates were tentative and intended later to be corrected when experience through actual operation should be available.

The crying need, however, was for instant and vigorous action. A proud page of war-time history will be that which tells of the patriotic zeal and enthusiasm with which the colleges of the nation, through their responsible heads, met this call for quick action and sincere service. Within seemingly impossible time limits and in spite of most discouraging conditions, necessary buildings were built, or existing accommodations remodeled and adapted to soldier requirements. Hotels, offices, libraries and even chapels became for the time being barracks or hospitals. The security for this investment was the nation's good faith, pledged by its officials and in the terms of the temporary contract.

#### AFTER DEMOBILIZATION

43. With the demobilization on December 20, of all S. A. T. C. units, made possible by the unexpectedly early ending of active warfare, the work of the business department changed. There were then in existence 157 contracts for vocational training and 530 collegiate contracts.

The demobilization of the Students' Army Training Corps necessitated the immediate suspension of all these contracts, practically all of which by their terms were to be in effect until July 1, 1919. The educational institutions of the country were confronted with a most serious and distressing situation. Their routine day to day revenue from the government was unexpectedly and abruptly terminated. They had been unable by reason of the new conditions at the beginning of the college year to collect their tuition and other charges in advance as in normal years. It was certain that many of their soldier students would not continue as civilians, and in few, if any, of the institutions, was there any certainty as to the size of their enrollment after January 1st. Added to these complications was the fact that the institutions had on the strength of their government contracts borrowed millions of dollars for the purpose of carrying through the Students' Army Training Corps training until the 1st of July. This money had been expended for barracks, mess halls,

alterations to buildings, preparations for drill grounds, special equipment, etc. As the president of one of the oldest and largest of the universities expressed it, "The institutions of higher learning throughout the United States are literally threatened with bankruptcy and receiverships."

The business department was called upon to assume the responsibility of devising and putting into execution some plan of adjustment by means of which the threatened disaster might be averted and the government's obligations under these suspended contracts could be speedily and justly liquidated. A general plan of settlement procedure was prepared and received the approval of the proper governmental authorities.

#### SETTLEMENT PROCEDURE

44. As aids to the colleges in presenting their claims and to insure uniformity of treatment in their adjustment, bulletins were issued from time to time exhaustively stating the basic lines along which claims should be presented and indicating the nature of claims which could be allowed. Men representing the department in the field visited and assisted college officials in working out their accounting problems and apportionments. The district business managers met at Washington in January for a week's conference, training and instruction. A like gathering of the district accountants was held at the same time. College officials were invited to meetings in the larger cities and such meetings were addressd by the business director or assistant business director and chief of the accounts division, questions being asked and answered. Similar gatherings from districts or single states met at the invitation of the district business managers.

An institution having filed its claim, the statement was reviewed by the contract accounts division in Washington and an expert accountant representing the department examined at the claimant's home office its books, verifying the accounts as rendered. The district business manager then visited the institution and arranged an adjustment of its claim.

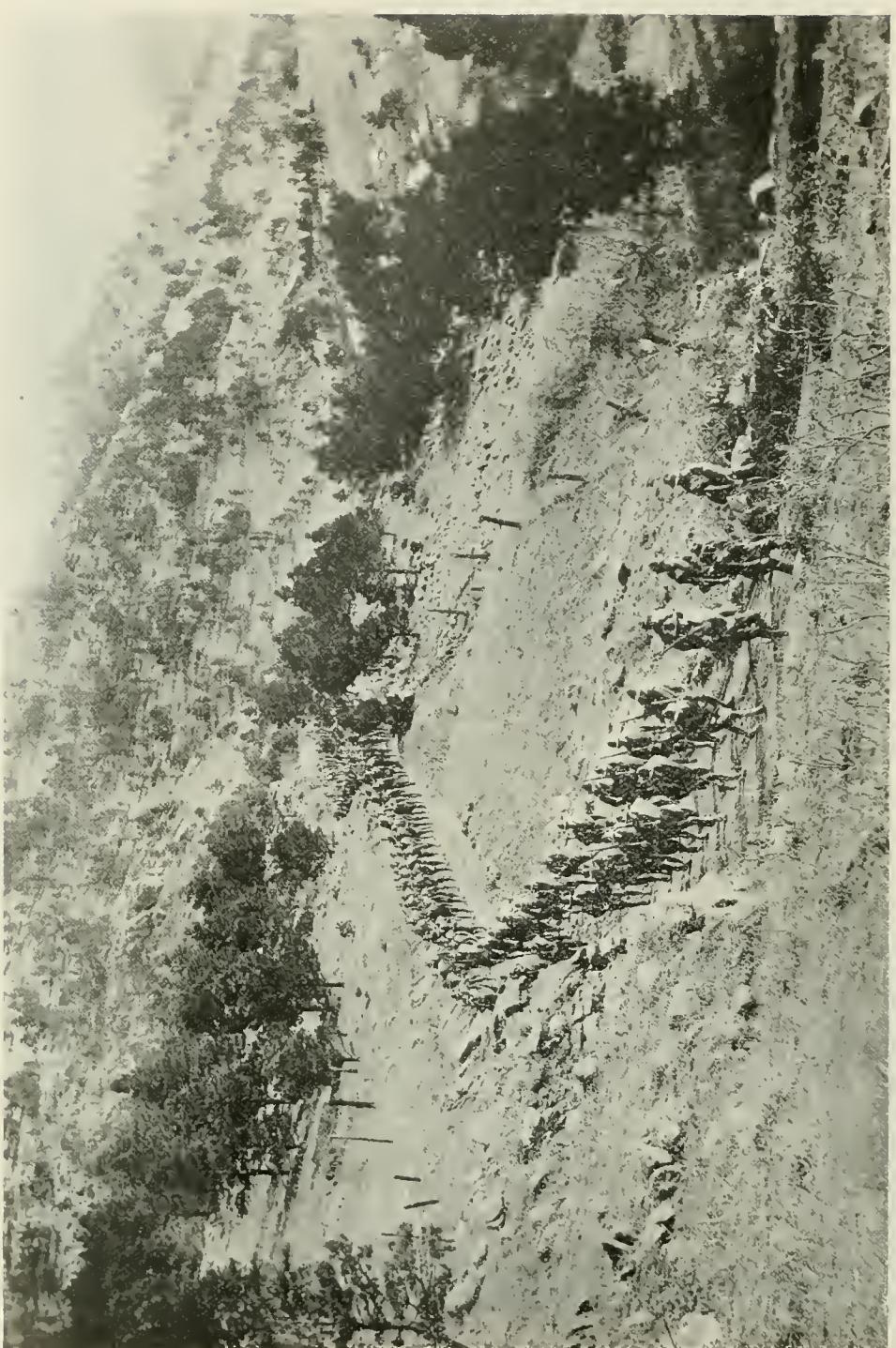
#### FINAL REPORT

45. A complete record of the business department's work cannot be prepared until settlement with the colleges is completed. As preliminary to a final according, however, it may be stated that as this report goes to press (June 1) more than 600 of the 687 outstanding contracts have been finally adjusted and paid.





Final review before demobilization  
Oregon State Agricultural College



Montana Contingent on a hike up Sunshine Canyon  
University of Colorado

#### PART IV—CONCLUSIONS

The Committee on Education and Special Training was created as part of the mobilization machinery that was established to convert the nation from a peace-time to a war-time basis. In judging of its activities for the purpose of drawing conclusions concerning future national policies, it is therefore necessary to consider its work in connection with the entire enterprise. Every war activity may be analyzed microscopically and shown to have been horribly inadequate in many of its details. No one appreciates the many detailed failures more fully than those who were actually engaged in the various particular jobs. Yet the paradox remains that the sum total of all these individually imperfect activities was a magnificent success.

The Committee's experience with mobilization may be considered to advantage from two different standpoints, namely, as it affects the military establishment, and as it affects educational practice.

From the point of view of the military establishment, it is clear that mobilization is essentially a process of finding and placing men. The army organization charts indicate the numbers of different kinds of technically skilled men required for the various organizations, and the occupational index defines the qualifications of each kind. The problem is to discover the right number of men that have a particular set of qualifications and to assign those men to their proper jobs. The machinery required to do this consists of two main parts; one, responsible for the classification and allocation of men who already have the proper qualifications for particular jobs; and the other responsible for supplying shortage thru training in those lines of work in which there are not enough skilled specialists to fill the organizations.

In order to avoid unnecessary delays in future mobilization there should be established in the War Department a permanent personnel division, charged with the duty of keeping itself constantly informed concerning the distribution, location and qualifications of the man-power in all lines of work essential to the military establishment.

In addition there should be established a permanent training division, charged with the duties of supervising all training in the army and of maintaining relations with civilian education everywhere, to the end that the distribution of students over the various types of training may be such as to assure as far as possible an adequate and continuous supply of men of every type required by the military establishment.

The same provision should be made for keeping informed concerning the development of the material means of production, power, raw materials, equipment and transportation. In all these fundamental branches a perpetual census should be maintained by the War Department in co-operation with other governmental agencies. Such a continuous appraisal of the national

resources would materially shorten the time of mobilization should it ever again become necessary.

From the point of view of educational practice the striking fact of the war experience is the dominance of morale as the controlling factor in every dynamic enterprise. The army training activities along with all other emergency work felt an inspiration; and it was impressive to observe the fundamental change of attitude that came over the students when they were transferred from schools to army training camps. Many young men who found difficulty in keeping up with school work and who persistently loafed on the job at college, tackled the army training with enthusiasm and learned with a speed and a thoroughness that was startling to their former instructors. The war clearly produced a situation which profoundly stirred the emotions and the imagination and revealed enormous stores of latent energy ready for release in national service.

It is a universally expressed desire that the remarkable spirit and snap of the war training be maintained and made permanent in all education. Obviously this cannot be accomplished merely by reorganizing the school system so as to remedy its obvious shortcomings in regard to such things as physical development, illiteracy, vocational training and Americanization. It is a relatively simple matter to remove these defects by greater emphasis in routine school administration on these particular subjects. The difficult and the nationally vital problem is that of cultivating through education a national civic team-play and morale comparable with those of an army in battle. To serve the nation effectively, education must not only train in skill and technique, but it must also develop in young men and women an enlightened morale and must discipline them in willing team-play for the common good.

Because the war did completely organize the nation for a united drive and thus did expose a magnificent national morale, many are inclined to believe that war is necessary to call forth such consecration and self-forgetful service. Analysis of the war training, however, reveals a point of view and a method of procedure that is definitely designed to develop team-play and to enhance morale whether there be war or not. If these methods are applied to education in times of peace, they certainly will produce some effect even though the result is not as profoundly striking as it was during the war. Among the many significant features of war training, the following are mentioned as worthy of particular consideration for transfer to school practice:

As a primary policy, a nation at war is obliged to recognize that every individual is an asset capable of useful service in some particular line of work of direct benefit to the country. In order to make the most efficient use of all its resources, it is necessary to make strenuous exertions to discover

what each individual is best qualified to do and to train each to use his abilities in the most effective manner. Applied to education this fundamental attitude produces two results that are of importance in the development of morale. The teacher's point of view shifts from a critical one, with attention focused on discovering whether the individual measures up to the academic standards fixed by school authorities, to one of friendly, not to say eager interest to discover what each individual really can do well. The student's spirit also changes from one of discouragement and doubt of his ability ever to make good, to one of interest and desire for achievement. Both of these results are of large importance in releasing energy for both the teacher and the student. They also have an immediate bearing on the enhancement of morale.

Hence, a first practical suggestion for training the national man-power for team-play is that the schools study and adapt to their own use the methods of classification, rating and testing individual abilities that were developed by the army. These methods, as worked out by the Committee on Classification of Personnel and the Psychological Department of the Surgeon General's office, enabled the army to utilize effectively more than 98 per cent of the physically fit men who entered the service. Similar methods adapted to school work would supply a sort of national vocational guidance that would enable young people to select their occupations more in accordance with their abilities. They would also enable the nation to discover its geniuses and to provide for their adequate further training.

A reasonably efficient system of classification, rating and testing in school would also prove a powerful incentive to more thorough work. It is well recognized that competition which is settled on the basis of objective results is one of the most powerful means of inspiring men to maximum effort, of releasing creative energy and of enhancing morale.

A second important feature of the war training that can be transferred readily to school practice is the direct drive made for the development of moral characteristics and virtues. Intelligent military training through its evolutions, its courtesies, its ceremonies, its emphasis on service and its discipline makes an emotional appeal to the student which accounts in a measure for the zest of the army work. The insistence upon promptness and precision, upon co-ordination and team-play, upon responsibility and consideration for one another all tend directly to developing soldierly character and morale.

The schools on the other hand place their great emphasis on mental discipline and regard moral qualities as by-products of intellectual activity. Both forms are essential for complete development and, therefore, it seems probable that a combination of the best elements of military and academic training is far more effective than either alone.

The country has a proper fear of what it calls militarism, and no one, least

of all the army itself, desires to develop anything that looks militaristic. On the other hand, all must agree that our brief military experience has revealed a physical, mental and moral stamina in the nation which has surprised everyone, particularly the Germans. This outbreak of willingness to work together for the common good proves that the sturdy virtues are a genuine part of our national character, although they were but latent before the crisis came. It would be magnificent for the future industrial development of the nation in the coming years of peace if this co-operative spirit could be as definitely fostered and as freely expressed in civil life as it is in military operations.

Hence the second practical suggestion for development of team-play and a national civic morale is that the best elements of military training be combined with ordinary schooling. The most effective way of doing this at present is through summer camps and through the methods provided by the Reserve Officers' Training Corps.

If the responsibility for team-play and civic morale among the entire people is left wholly to the present school system, the development will be a long and tedious process. The process may be stimulated by national campaigns similar to those of the Food Administration and the United War Workers. It was the Selective Service Law, however, that completely released the spirit of national service which resulted in universal co-operation. This experience suggests that possibly the quickest way of stimulating the growth of the team-play spirit and of directing it toward peace-time would be through a universal service law that would require all young men and women to train themselves to some form of useful skill beneficial to the nation in case of an emergency. If such a requirement were made, and if it were applied in the same thorough-going, democratic manner as was the Selective Service Law, it is reasonable to expect that its effect as a moral stimulus upon the nation would be no less profound than it was during the war.

## **APPENDICES**



## Appendix A

TO THE PRESIDENTS OF EDUCATIONAL INSTITUTIONS

February 20, 1918.

Dear Sirs:

The exigencies of the War have emphasized very strongly the value of the educational institutions of the nation in connection with our military effort. The schools and colleges of the country have with admirable spirit placed their resources at the disposal of the War Department and other branches of the Government. Much splendid work has already been done in training men for the Army, for example—in the Reserve Officers' Training Corps, the Aviation Ground Schools, the Ordnance Stores courses and in the training of various kinds of specialists.

The desirability of having a single agency in the War Department to deal with the many problems of education and training which continually arise has been made evident. For the purpose of organizing and co-ordinating all of the educational resources of the country with relation to the needs of the Army, I have, therefore, appointed a new committee of the General Staff to be known as the "Committee on Education and Special Training." A copy of the General Order naming this committee and defining its functions is enclosed. It will be the function of this committee to represent the War Department in its relations with the educational institutions of the country and to develop and standardize policies as between the schools and colleges and the War Department.

Communications should be addressed:—"Committee on Education and Special Training, Room 528, War Department."

In order that the educational institutions may be represented and in direct touch with the War Department, I have appointed an advisory board of educators to be associated with the military Committee on Education and Special Training and to advise with them constantly concerning the relations of the schools and colleges to the Army. The advisory board will consist in the first instance of Dr. James R. Angell (representing the universities and academic colleges), Dr. Samuel P. Capen (U. S. Bureau of Education), Mr. J. W. Dietz (representing the industries and corporation schools), Dr. Charles R. Mann (representing the Engineering Schools) and Mr. James P. Munroe (Federal Board for Vocational Education).

The war has developed a demand for large numbers of technically trained men. Until recently this demand has been felt especially for men of advanced training. Now, however, it extends to men with elementary training, as mechanics of various kinds. In order to avoid unnecessary disturbance to essential industries through withdrawal of skilled men an effort will be made to give large numbers of men entering the service intensive elementary training along vocational lines. In the task of training these men

the schools and colleges can be of the greatest assistance. It will be one of the first duties of the Committee on Education and Special Training to formulate definite plans in co-operation with schools and colleges for training these men.

It is not intended to disturb arrangements that have already been made with schools and colleges by separate branches of the service. In future all such training arrangements will be made under the supervision of the new committee.

It is believed that the Committee on Education and Special Training with its Advisory Board will be of great advantage both to the Army and the educational interests of the country. I bespeak for the committee and advisory board your full co-operation and support.

Very respectfully,

NEWTON D. BAKER,  
Secretary of War.

## Appendix B

### TO THE PRESIDENTS OF ALL INSTITUTIONS OF COLLEGIATE GRADE

May 8, 1918.

Dear Sirs:

In order to provide military instruction for the college students of the country during the present emergency, a comprehensive plan will be put in effect by the War Department, beginning with the next college year, in September, 1918. The details remain to be worked out, but in general the plan will be as follows:

Military instruction under officers and non-commissioned officers of the Army will be provided in every institution of college grade, which enrolls for the instruction of 100 or more able-bodied students over the age of eighteen. The necessary military equipment, will so far as possible, be provided by the Government. There will be created a military training unit in each institution. Enlistment will be purely voluntary but all students over the age of eighteen will be encouraged to enlist. The enlistment will constitute the student a member of the Army of the United States, liable to active duty at the call of the President. It will, however, be the policy of the Government not to call the members of the training units to active duty until they have reached the age of twenty-one, unless urgent military necessity compels an earlier call. Students under eighteen and therefore not legally eligible for enlistment, will be encouraged to enroll in the training units. Provision will be made for co-ordinating the Reserve Officers' Training Corps system, which exists in about one-third of the collegiate institutions, with this broader plan.

This new policy aims to accomplish a two-fold object: first, to develop as a great military asset the large body of young men in the colleges, and second, to prevent unnecessary and wasteful depletion of the colleges through indiscriminate volunteering, by offering to the students a definite and immediate military status.

Later, announcement will be made of the details of the new system. In the meantime, presidents of collegiate institutions are requested to call this matter to the attention of all their students. Those who do not graduate this spring, should be urged to continue their education and take advantage of this opportunity to serve the nation.

I trust that the policy above stated will have your support and co-operation.

Sincerely yours,

NEWTON D. BAKER,  
Secretary of War.



## Appendix C

### MEMORANDUM FOR THE ADJUTANT GENERAL OF THE ARMY

June 28, 1918.

**SUBJECT:** Military Training in Colleges.

I. The Secretary of War directs that there be issued a General Order as follows:

1. Under the authority conferred by Sections 1, 2, 8 and 9 of the Act of Congress "authorizing the President to increase temporarily the military establishment of the United States, approved May 18, 1917, the President directs that for the period of the existing emergency there shall be raised and maintained by voluntary enlistment a Students' Army Training Corps. Units of this Corps will be authorized by the Secretary of War for colleges meeting the requirements as laid down in special regulations.

Officers authorized therein will be obtained as provided by paragraph 3 of Section 1, and by Section 9 of the Act of May 18, 1917, but no officer within the draft age and physically fit for field service shall be eligible for duty with the Students' Army Training Corps unless he shall have previously served at least six months as commissioned officer on duty with troops.

2. General Order No. 15, War Department, February 10, 1918, is amended as follows:

The Committee on Education and Special Training shall hereafter function as a section of the Training and Instruction Branch, War Plans Division of the General Staff. Its functions shall be: To study the needs of the various branches of the service for skilled men and technicians; to administer a system of special training in colleges, schools and industrial plants; to represent the War Department in its relations with the educational institutions of the country; to supervise and administer military training in all colleges and civil institutions; to supervise and administer the furlough or enlistment in the Enlisted Reserve Corps of Technical Students and Teachers in accordance with the provisions of Section 151 of the Selective Service Regulations. The committee will be given such additional assistance, commissioned and civilian, and such additional office space, as may be necessary for the proper execution of its duties. The advisory civilian board appointed by the Secretary of War composed of representatives of educational institutions will continue to be associated with the committee.

June 29, 1918.

**FROM:** The Adjutant General of the Army.  
**TO:** The Presidents of American Colleges.  
**SUBJECT:** Military Training in Colleges.

Supplementing the announcement of the War Department dated May 8, 1918, that military instruction will be provided beginning with the fall term, 1918, in all institutions of collegiate grade enrolling 100 or more able-bodied students and that opportunity will be offered to all students over eighteen to enlist in the Army as members of the Students' Army Training Corps, the following statement is made to explain more definitely the character of the plan:

1. General object.
2. Definition of institutions in which the system will be installed.
3. (a) Students' Army Training Corps; (b) Enlistment and enrollment; (c) Call to active duty; policy of the Government; (d) Discharges.
4. Nature and amount of training.
5. Corps of instructors
6. Uniform and equipment.
7. Administration and inspection.
8. Relation of R. O. T. C. to the Students' Army Training Corps.

#### GENERAL OBJECT

1. The purpose of this plan is to develop as a great military asset the large body of young men in the colleges. This will be accomplished by providing efficient military instruction under the supervision of the War Department for students in all colleges enrolling the required minimum of students. In order to receive this instruction, all students over eighteen years of age must volunteer and enlist in the Army of the United States.

#### THE DEFINITION OF INSTITUTIONS TO WHICH THIS SYSTEM WILL APPLY

2. The system will apply to all institutions of collegiate grade which enroll for the courses 100 or more able-bodied male students over eighteen. The intention is to extend the system of instruction for college students to the largest practicable extent in view of the available supply of officers and equipment.

A. To be classified as one of the institutions of college grade to which the privilege of maintaining a Students' Army Training Corps unit is extended, an institution must require for admission to its regular curricula graduation from a standard secondary school or its equivalent; must provide general collegiate or professional curricula covering at least two years of not less than 33 weeks each; and must be carried in the lists of higher institutions prepared by the United States Commissioner of Education.

B. Institutions of college grade will include, provided conditions specified in paragraph A are met:

- a. Colleges of Arts and Sciences.
- b. Engineering Schools.
- c. Schools of Mines.
- d. Colleges of Agriculture.
- e. Colleges of Pharmacy.
- f. Colleges of Veterinary Medicine.
- g. Teachers' Colleges.
- h. Law Schools.
- i. Medical Schools.
- j. Dental Schools.
- k. Graduate Schools.
- l. Normal Schools.
- m. Junior Colleges.
- n. Technical Institutions.

C. Students enrolled in preparatory departments of universities, colleges, normal schools or junior colleges cannot at present be considered eligible for enlistment or enrollment in the military training units, and enrollments in preparatory departments may not be counted by college authorities in reckoning the 100 able-bodied male students enrolled for a military training unit.

#### **STUDENTS' ARMY TRAINING CORPS**

3. (a) There will be created in the Army a Students' Army Training Corps. The training units to be organized under this plan will be designated, The Students' Army Training Corps units.

Training units will be organized in the colleges in the various branches of the service in accordance with the needs of the Army as determined by the War Department taking into account the character of the institution. The great majority of the training units will be for instruction in the line branches of the service. Such units will be organized in all non-technical institutions. Most of the units will be infantry units; others will be field artillery, heavy artillery, and possibly one or more cavalry units. A limited number of units for training in the staff departments of the service will be organized in technical schools, e. g., medical training units will be organized in selected medical schools, engineering units in engineering schools, and a few units for other special branches of the service.

#### **ENLISTMENT AND ENROLLMENT**

(b) All able-bodied students in the colleges in which training units are organized will be encouraged to enlist if over the legal enlistment age of eighteen. Students under eighteen will be encouraged to enroll in the train-

ing units. Students neither enlisted nor enrolled will not be entitled to enter the training units or to receive the instruction. The enlistment contract of all students over eighteen will constitute them members of the Army of the United States, and they will become thereby subject to active service at the call of the President. The enlisted students will be on furlough status until called to the colors and will receive no pay or allowance except when attending a summer training camp, in which case they will be entitled to transportation and rations as provided in Section 78, Bulletin 16, 1917, for members of the R. O. T. C. All enlistments will be in the grade of private.

#### **CALL TO ACTIVE DUTY; POLICY OF THE GOVERNMENT**

(c) It will be the policy of the Government not to call members of the Students' Army Training Corps units to active duty until they reach draft age, unless urgent military reasons compel an earlier call. A system will be devised whereby the military instructors of the colleges will certify to the Adjutant General of the Army the names of those students who are members of The Students' Army Training Corps who have reached the draft age. Orders will then be issued calling such students to duty on the thirtieth of the following June. This will permit them to complete the college year in which they are then engaged. It is emphasized that the student body is not to be made a deferred or favored class under the Selective Service Act.

#### **DISCHARGES**

(d) Provision will be made for discharge in appropriate cases—unfitness, misbehavior, dependent relatives, and the necessity to leave college for causes beyond the student's control. No such discharges will remove the student's liability to draft.

#### **NATURE AND AMOUNT OF TRAINING**

4. (a) The character of the training will depend upon the kind of training unit which is organized in the particular institution, whether infantry, cavalry, field artillery, engineers, signal corps, air service, heavy artillery, tank corps, ordnance, quartermaster or medical. Courses of instruction will be prepared appropriate to the various units.

The standard time to be allotted to military work will be in the case of all units ten hours per week during the college year, supplemented by six weeks of intensive training in a summer camp. The ten hours a week standard, however, will not involve the hours of outdoor work in drill. A feature of the system will be the giving of liberal credits for academic work in line with the military instruction, so as to hold the outdoor work to feasible limits. In this connection due regard will be had to the character of the academic courses and the nature of the training unit.

In the case of training units in the line branches of the service the courses

will usually provide for six hours per week of practical instruction, including drill and rifle practice and four hours of credits from academic studies of military value.

(b) The summer camp will be an important feature of the system. Summer camps for a period of six weeks each year will be provided for members of the training units. At these camps there will be an intensive and rigid course of instruction under experienced officers. Transportation to and from the camps and rations while at the camp will be furnished by the War Department.

(c) The above plan will provide (on the basis of 33 weeks for the academic year, and a six weeks' camp) approximately 650 hours of military work per annum. It is expected that this will qualify a considerable percentage of the students to enter officers' training camps on being called to the colors, and a large percentage of the remainder to serve as non-commissioned officers. The number to be certified for training as officers from any institution will not be based on an arbitrary percentage. It will depend on the quality of the men developed at that institution and the necessities of the service at the time.

#### THE CORPS OF INSTRUCTORS

5. Officer instructors and non-commissioned officer instructors will be provided by the War Department when available. Officers returning from overseas and unfit for further field service will be utilized when available.

In order to supplement the instructors assigned by the War Department, and to enable the colleges to develop a force of assistant instructors, there will be held, beginning about July 15, 1918, camps for instructors, to continue sixty days. The colleges will be invited to send a limited number of picked students and members of their faculties to these camps. These camps will be conducted with a view to teaching the attendants to give military instruction to students, and it is believed that satisfactory results can be obtained from an intensive sixty-day course. Details concerning these camps—location, cost, method of application, etc.—will be sent at an early date.

#### UNIFORMS AND EQUIPMENT

6. The Government will supply the necessary uniforms, rifles and other equipment, so far as supplies are available.

#### ADMINISTRATION AND INSPECTION

7. (a) The Students' Army Training Corps, including the R. O. T. C. units, will be supervised and controlled by the Training and Instruction Branch, War Plans Division of the General Staff, in accordance with instructions of the Chief of Staff. An advisory board to this committee representing educational interests has already been appointed by the Secretary of

War. This will insure the closest co-operation between the War Department and the colleges in the administration of the system.

(b) The importance of effective inspection is recognized, and a staff of traveling officer-inspectors will be detailed to visit the institutions at frequent intervals.

#### **RELATION OF R. O. T. C. TO THE STUDENTS' ARMY TRAINING CORPS**

8. In all colleges having an R. O. T. C. unit, the already-earned status and privileges of the students now enrolled therein will not be disturbed. Institutions now having recognized R. O. T. C. units may, if they so desire, establish in addition Students' Army Training Corps units.

The courses of training will be uniform in all colleges, including those now having R. O. T. C. units, and uniform standards will govern the selection of students to attend officers' training camps. The general purpose is to provide a uniform system in all colleges, while not prejudicing in any way students who are already enrolled in the R. O. T. C.

9. Detailed regulations in pursuance of the above are in course of preparation, and will be sent to the colleges as soon as practicable.

By order of the Secretary of War;

H. P. McCAIN.

## **Appendix D**

### **STUDENTS' ARMY TRAINING CORPS Special Regulations**

#### **INTRODUCTORY STATEMENT**

The following regulations and instructions governing the establishment, administration and maintenance of Students' Army Training Corps units at educational institutions, and the issue of Government property thereto in accordance with existing laws are published for the information and guidance of all concerned.

#### **I. GENERAL PRINCIPLES**

##### **AUTHORIZATION FOR ESTABLISHMENT**

1. The Students' Army Training Corps is raised under authority of the Act of Congress, approved May 18, 1917, commonly known as the Selective Service Act, authorizing the President to increase temporarily the military establishment of the United States, as amended by the Act of August 31, 1918, and under General Order No. 79 of the War Department, dated August 24, 1918, as follows:

"Under the authority conferred by sections 1, 2, 8 and 9 of the Act of Congress 'authorizing the President to increase temporarily the military establishment of the United States,' approved May 18, 1917, the President directs that for the period of the existing emergency there shall be raised and maintained by voluntary induction and draft a Students' Army Training Corps. Units of this Corps will be authorized by the Secretary of War at educational institutions that meet the requirements laid down in Special Regulations."

##### **TITLE**

2. These regulations will be known as Students' Army Training Corps Regulations. (S. A. T. C. R.)

#### **II. OBJECT**

3. The object of establishing units of the Students' Army Training Corps is to utilize effectively the plant, equipment and organization of the colleges for selecting and training officer-candidates and technical experts for service in the existing emergency.

### III. CONSTITUTION

#### ESTABLISHMENT OF UNITS

4. The Students' Army Training Corps consists of units established by the President in qualified educational institutions which fulfill the requirements laid down in these regulations.

#### SECTIONS OF UNITS

5. The members of the Students' Army Training Corps at an educational institution will form a single unit for purposes of military organization, but for purposes of instruction such unit may consist of one or more sections according to the type of educational training given.

6. The sections of a unit of the Students' Army Training Corps and the educational requirements for the establishment of the same are as follows:

#### REQUIREMENTS FOR THE ESTABLISHMENT OF A COLLEGIATE SECTION

(1) The establishment of a collegiate section (to be known as Section A), may be authorized at any civil educational institution which

- (a) Requires for admission to its regular curricula graduation from a standard, four-year, secondary school or its equivalent, and
- (b) Ordinarily provides a general or professional curriculum covering at least two years of not less than 32 weeks each, and
- (c) Has a student attendance sufficient to maintain a collegiate section of a Students' Army Training Corps unit with a strength of at least one hundred men.

So far as practicable an effort will be made to establish collegiate sections at institutions which have a smaller student attendance than that prescribed in the preceding paragraph. Applications from such institutions will be considered and granted so far as officers and equipment permit, and so far as arrangements for the establishment of joint units may be found practicable.

Provided the conditions of paragraph 6 are met, educational institutions qualified to maintain collegiate sections of Students' Army Training Corps will include:

1. Colleges and schools of:	h. Veterinary Medicine.
a. Arts and Sciences.	i. Education.
b. Technology.	j. Law.
c. Engineering.	k. Medicine.
d. Mines.	l. Dentistry.
e. Agriculture and Forestry.	2. Graduate Schools.
f. Business Administration, Industry and Commerce.	3. Normal Schools.*
g. Pharmacy.	4. Junior Colleges.
	5. Technical Institutes.

preparation or its equivalent, may be included.

\*Normal schools which give at least two years of college work, following four years of high school

**REQUIREMENTS FOR THE ESTABLISHMENT OF A VOCATIONAL SECTION**

(2) The establishment of a vocational section (to be known as Section B) may be authorized at any institution having an adequate shop or laboratory equipment and a staff of instructors capable of giving approved vocational training of military value.

**STUDENTS IN PREPARATORY DEPARTMENTS**

7. Students enrolled in preparatory departments of higher civil educational institutions may not be counted by college authorities in reckoning the one hundred able-bodied male students required for the establishment of a unit containing a collegiate section only.

**APPROVAL OF UNITS**

8. A unit will not be established unless the conditions laid down in paragraph 6 of these regulations are fulfilled and unless the institution is, in the opinion of the Secretary of War, capable of efficiently carrying out the work prescribed.

9. The Secretary of War may discontinue any unit should he consider that the proper standards are not being maintained and that the unit is not fulfilling the objects for which the corps is established.

**IV.****CONDITIONS AND ROUTINE OF ADMISSION TO A STUDENTS' ARMY TRAINING CORPS UNIT**

10. Eligibility to the Students' Army Training Corps is limited to registrants under the Selective Service Regulations who are physically fit to perform full or limited military duty and who have had at least grammar school education, or its equivalent.

**ADMISSION TO COLLEGIATE SECTIONS**

(a) A collegiate section (Section A) of a Students' Army Training Corps unit will include those who have graduated from a standard, four-year, secondary school, or have equivalent educational qualification.

Subject to the approval of the Committee on Education and Special Training an institution may prescribe any reasonable addition to the requirement for admission set forth in sub-section (a) above. The requirement of graduation from a standard four-year secondary school or an equivalent, as a condition for admission, will be relaxed only in cases where in the judgment of the Committee on Education and Special Training, the enforcement of this requirement would admit numbers insufficient to meet the needs of the service.

**ADMISSION TO VOCATIONAL SECTIONS**

(b) A vocational section (Section B) of a Students' Army Training Corps will include those who have had grammar school education or its equivalent.

**STATUS OF MEMBERS OF S. A. T. C.**

11. Upon admission to the Students' Army Training Corps a registrant becomes a soldier in the Army of the United States. As such he is subject to military law and to military discipline at all times.

**MEMBERS OF COLLEGIATE SECTIONS**

12. The collegiate sections of Students' Army Training Corps units will be recruited in the first instance by the voluntary induction of registrants under the Selective Service Regulations.

**ACTIVE DUTY STATUS**

13. Members of the Students' Army Training Corps will be placed upon active duty status immediately upon their induction. The Committee on Education and Special Training will enter into contracts with educational institutions for the quartering, subsistence and instruction of members of the Students' Army Training Corps units established at such institutions.

14. From time to time, in accordance with the needs of the service and the qualifications of the individual, it will be the policy of the Government to assign members of the Students' Army Training Corps to:

- (a) An officers' training camp, or
- (b) A non-commissioned officers' training school, or
- (c) A depot brigade, or
- (d) To continue in certain cases (in either a collegiate or a vocational section) such technical or special training as the needs of the service may require.

Assignments will ordinarily be made to officers' training camps or to non-commissioned officers' training schools in the case of men who are qualified to become officers or non-commissioned officers; to continue at an educational institution in the case of qualified men who are engaged in such studies as medicine, engineering, chemistry, etc., or who give promise of qualifying for admission to officers' training camps or non-commissioned officers' training schools; and to a depot brigade in the case of those who do not give sufficient promise of qualifying for commissions after further training.

**PREFERENCES OF VOLUNTARILY INDUCTED MEN TO BE CONSIDERED**

15. The preference of registrants who are voluntarily inducted into the Students' Army Training Corps as to the branch of the service that they ultimately enter (e. g., engineers, artillery, infantry, chemical warfare service, etc.) will be given consideration except where military needs require a different course.

**STUDENTS NOT ELIGIBLE FOR MEMBERSHIP IN THE S. A. T. C. MAY BE GIVEN MILITARY INSTRUCTION**

16. Students in educational institutions at which a unit of the Students' Army Training Corps has been established, may, if not eligible for membership in the corps, be given such military instruction as may be found practicable.

**V.****ADMINISTRATION.****CENTRAL ADMINISTRATION**

17. The Students' Army Training Corps is administered by the War Department through the Committee on Education and Special Training of the Training and Instruction Branch, War Plans Division, General Staff, assisted by an advisory educational board, together with educational directors, district educational directors and special advisors.

**ADMINISTRATION WITHIN THE INSTITUTION**

18. The War Department will provide an officer of the Army, active or retired, to serve as Commanding Officer in each institution at which a unit of the Students' Army Training Corps is established, and, so far as practicable, additional officers will be provided in proportion to the strength of the unit.

**RELATION OF OFFICERS TO THE AUTHORITIES OF THE INSTITUTION**

19. The Commanding Officer and the other officers assigned to duty with units of the Students' Army Training Corps will, in their relation to the institution, observe the general usages therein established affecting the duties and obligations of members of the Faculty and other academic instructors. Officers will not, without permission of the Secretary of War, undertake any instructional or administrative duties in the institution other than those connected with the work of the Students' Army Training Corps.

20. The Commanding Officer at an institution will instruct officers and non-commissioned officers in their relation to the institution and its officials.

**AUTHORITY IN MATTERS OF DISCIPLINE**

21. It is the duty of the Commanding Officer, and of other officers assigned to duty with units of the Students' Army Training Corps to enforce military discipline. Nothing in these regulations is intended to confer on the Commanding Officer authority over purely educational matters.

**METHOD OF VOLUNTARY INDUCTION**

22. The method of voluntary induction into the Students' Army Training Corps is prescribed in the Selective Service Regulations and instructions issuing from the office of the Provost Marshal General.

**ORGANIZATION OF UNITS**

23. The Students' Army Training Corps is a corps of the U. S. Army. Members of it will be trained for the line and for the different staff corps. Their educational programs will be shaped to prepare various groups for particular duties in accordance with the needs of the service. The Students' Army Training Corps will be organized as infantry under the Tables of Organization and the fundamental infantry training common to all branches of the service will be given.

**VI.****SCOPE OF TRAINING**

24. For Section A the instruction will be partly military and partly in allied subjects that have value as a means of training officers and experts to meet the needs of the service.

The average number of hours to be devoted each week to those subjects will be as follows:

**MILITARY INSTRUCTION**

(1) Military subjects, including practical instruction (drill, etc.), theoretical military instruction and physical training.—Eleven hours.

**INSTRUCTION IN ALLIED SUBJECTS**

(2) Allied subjects, including lectures, recitations, laboratory instruction and the necessary preparation therefor—forty-two hours. (Each hour of lecture or recitation will ordinarily require two hours of supervised study.)

The hours above set forth have reference to the normal course. In the case of students who have pursued for at least one year at an approved institution such studies as form part of the program of preparation for the Chemical Warfare Service, the Medical Corps, the Engineer Corps, the Ordnance Corps or other technical branches of the service, the Committee on Education and Special Training may authorize a reduction in the hours of military

instruction (including practical military instruction, theoretical military instruction and physical training) to not less than six hours per week, provided that the reduction is made good by the substitution of a corresponding number of additional hours of instruction in approved technical subjects.

Provision will be made for approving general programs as well as technical and special programs, in medicine, engineering, chemistry and other technical courses.

#### **APPROVAL OF COURSES IN ALLIED SUBJECTS**

25. The Committee on Education and Special Training will furnish from time to time suggestions regarding the treatment of allied subjects that are chosen as parts of the curriculum. District Educational Directors (Section A) are authorized to approve courses which they deem to be suitable, subject to the ratification of the Educational Director (Section A).

#### **LIST OF ALLIED SUBJECTS**

26. The allied subjects will ordinarily be selected from the following list: English, French, German, Mathematics, Physics, Chemistry, Biology, Psychology, Geology, Geography, Topography and Map Making, Meteorology, Astronomy, Hygiene, Sanitation, Descriptive Geometry, Mechanical and Freehand Drawing, Surveying, Economics, Accounting, History, International Law, Military Law, and Government.

Permission may be granted for the recognition, as an allied subject, of not more than one subject outside the above list provided that it occupies not more than three hours per week in lectures and recitations with corresponding time for study.

In the case of technical and professional schools provision will be made for approving general programs of study containing subjects other than those included in the above list of allied subjects.

#### **THE WAR ISSUES COURSE**

The program of study in allied subjects must include a course on the underlying issues of the war. This may be planned as a special War Issues course with a minimum for Section A of three classroom hours per week, with corresponding time for study, covering three terms, or the requirement may be met by a course or courses in history, government, economics, philosophy or modern literature where these courses are so planned as, in the opinion of the Educational Director (Section A), to accomplish substantially the same purpose.

The District Educational Director (Section A) may empower colleges to excuse from this course:

- (1) Members of the S. A. T. C. who have had a similar course even though not identical in every detail, or

(2) Members of the S. A. T. C. who have already had at least two years of work of collegiate grade in an approved institution and who should be required to concentrate the whole of their time on advanced studies.

While the study of any of the subjects set forth above should be useful as a part of the training of future officers, the content of the course and the methods of instruction will in each case determine the acceptance of the subject as well as the amount of credit to be assigned to it as an allied military subject. This credit may vary according to the branch of the service for which the student is preparing, e. g., Field Artillery, Medical Corps, or Engineering Corps.

27. For Section B the average number of hours to be devoted each week to military and vocational training will be as follows:

- (1) Military subjects, including practical instruction (drill, etc.), and physical training—fifteen and one-half hours.
- (2) Vocational subjects—thirty-three hours.
- (3) War Issues Course (see fourth paragraph, Section 26 above)—one hour.

## VII.

### MILITARY INSPECTION

#### MILITARY INSPECTORS

28. A body of Military Inspectors will cover units of the Students' Army Training Corps and report directly to the Committee on Education and Special Training.

## VIII.

### UNIFORMS AND EQUIPMENT

#### UNIFORMS

29. (a) The uniform of a member of the Students' Army Training Corps and his allowance of clothing will be that of a private soldier and will be furnished complete as far as practicable.

#### ARMS AND EQUIPMENT

(b) The number and kinds of arms and equipment to be issued will, so far as practicable, conform to those prescribed for the Army.

#### USE OF GOVERNMENT PROPERTY

30. No article of Government uniform or equipment, issued under the provisions of the foregoing sections, shall be used except to uniform members of the unit of the Students' Army Training Corps at the institution to which said uniform and equipment were issued.

**ISSUE OF GOVERNMENT PROPERTY**

31. All Government property will be issued and invoiced to the Supply Officer who will be accountable to the Government for same. Requisitions and returns for Government property must be prepared in accordance with the regulations governing the respective supply departments concerned.

**REQUISITIONS**

32. Requisitions for Government property will be sent by the Commanding Officer to the Committee on Education and Special Training, who, after approving, will forward them to the proper source of supply.

**SHIPMENTS**

33. Authorized shipment of Government property from depots, arsenals, or armories to institutions, and authorized return shipments of such property from institutions to depots, arsenals or armories, will be made on regular form of Government Bill of Lading, at the expense of the United States.

**STORAGE AND CLEANING**

34. Adequate facilities must be provided by the institution for the proper storage, care and safekeeping of Government property issued to it. All Government property must be kept in serviceable condition. A proper allowance of cleaning material and spare parts will be issued so far as practicable by the Government for this purpose. Detailed instruction as to the care, use, preservation and accountability of Government property are found in the Army Regulations, and in other regulations or instructions issued by the War Department, and strict adherence to same is enjoyed upon all concerned.

35. Action concerning the loss, damage or unserviceability of Government property will be in accordance with Army Regulations.

36. The sale or pledge of any article of uniform, arms or equipment by an enlisted man is an offense punishable by court-martial.

**IX.  
INSIGNIA**

37. Members of the Students' Army Training Corps will wear, with the service hat, an olive drab cord. They will wear as collar insignia a bronze disk bearing the letters U. S.

Acting non-commissioned officers of the Students' Army Training Corps will wear the chevrons prescribed for non-commissioned officers of the Army.

**X.  
MISCELLANEOUS**

38. Provisions of these regulations do not affect obligations to provide military instruction imposed by the Act of July 2, 1862, upon land-grant institutions.



## Appendix E

War Department,

Washington, D. C.,

August 28, 1918.

### STATEMENT

FROM: The Committee on Education and Special Training.  
TO: The Colleges of the United States.  
SUBJECT: General Plan of Operation.

The man-power bill pending in Congress definitely binds the country to the policy of consecrating its entire energy to the winning of the war as quickly as possible. It fixes the age limits from 18-45, both inclusive. It places the nation upon a war basis. The new military program, as outlined by the Secretary of War, calls for the increase of the Army by more than two million men by July 1, 1919. This will probably necessitate the mobilization of all physically-fit registrants under 21, within ten months from this date. With respect to students, since they are not to be made in any sense a deferred or favored class, this means that they will practically all be assigned to active service in the field by June, 1919. The only exceptions will be certain students engaged in technical studies of military value, e.g., medicine, engineering and chemistry. Under these conditions it is obvious that schools and colleges for young men within the age limits of the new law, cannot continue to operate as under peace conditions. Fundamental changes must be made in college and school practices in order to adapt them to effective service in this emergency.

The following statements outline the general plan under which the Students' Army Training Corps will operate under the changed conditions produced by the revision of the Selective Service Law.

1. All young men, who were planning to go to school this fall, should carry out their plans and do so. Each should go to the college of his choice, matriculate, and enter as a regular student. He will, of course, also register with his local board on the registration day set by the President. As soon as possible after registration day, probably on or about October 1, opportunity will be given for all the regularly enrolled students to be inducted into the Students' Army Training Corps at the schools where they are in attendance. Thus the Corps will be organized by voluntary induction under the Selective Service Act, instead of by enlistment as previously contemplated.

The student, by voluntary induction, becomes a soldier in the United States Army, uniformed, subject to military discipline and with the pay of a private. They will simultaneously be placed on full active duty and contracts will be made as soon as possible, with the colleges for the housing, subsistence and instruction of the student soldiers.

2. Officers, uniforms, rifles and such other equipment as may be available will be furnished by the War Department, as previously announced.

3. The student-soldiers will be given military instruction under officers of the Army and will be kept under observation and test to determine their qualification as officer-candidates, and technical experts such as engineers, chemists and doctors. After a certain period, the men will be selected according to their performance, and assigned to military duty in one of the following ways:

- (a) He may be transferred to a central officers' training camp.
- (b) He may be transferred to a non-commissioned officers' training school.
- (c) He may be assigned to the school where he is enrolled for further intensive work in a specified line for a limited specified time.
- (d) He may be assigned to the vocational training section of the Corps for technician training of military value.
- (e) He may be transferred to a cantonment for duty with troops as a private.

4. Similar sorting and reassignment of the men will be made at periodical intervals, as the requirements of the service demand. It cannot be now definitely stated how long a particular student will remain at college. This will depend on the requirements of the mobilization and the age group to which he belongs. In order to keep the unit at adequate strength, men will be admitted from secondary schools or transferred from Depot Brigades as the need may require.

Students will ordinarily not be permitted to remain on duty in the college units after the majority of their fellow citizens of like age have been called to military service at camp. Exception to this rule will be made, as the needs of the service require it, in the case of technical and scientific students, who will be assigned for longer periods for intensive study in specialized fields.

5. No units of the Students' Army Training Corps will, for the present, be established at secondary schools, but it is hoped to provide at an early date for the extension of military instruction in such schools. The secondary schools are urged to intensify their instruction so that young men 17 and 18 years old may be qualified to enter college as promptly as possible.

6. There will be both a collegiate section and vocational section of the Students' Army Training Corps. Young men of draft age of grammar school education, will be given opportunity to enter the vocational section of the Corps. At present about 27,500 men are called for this section each month. Application for voluntary induction into the vocational section should be made to the Local Board and an effort will be made to accommodate as many as possible for those who volunteer for this training.

Men in the vocational section will be rated and tested by the standard Army methods and those who are found to possess the requisite qualifications may be assigned for further training in the collegiate section.

7. In view of the comparatively short time during which most of the student-soldiers will remain in college and the exacting military duties awaiting them, academic instruction must necessarily be modified along lines of direct military value. The War Department will prescribe or suggest such modifications. The schedule of purely military instruction will not preclude effective academic work. It will vary to some extent in accordance with the type of academic instruction, e.g., will be less in a medical school than in a college of liberal arts.

8. The primary purpose of the Students' Army Training Corps is to utilize the executive and teaching personnel and the physical equipment of the colleges to assist in the training of our new armies. This imposes great responsibilities on the colleges and at the same time creates an exceptional opportunity for service. The colleges are asked to devote the whole energy and educational power of the institution to the phases and lines of training desired by the Government. The problem is a new one and calls for inventiveness and adaptability as well as that spirit of co-operation which the colleges have already so abundantly shown.

9. The plan contemplates the making of contracts with all institutions having units of the Students' Army Training Corps for the housing, subsistence and instruction of the student-soldiers to take effect on or about October 1, 1918. A separate statement of this date sets forth the procedure and principles governing these contracts.

By Robert I. Rees,  
Colonel, General Staff Corps,  
Chairman.

War Department,  
Washington, D. C.  
August 28, 1918.

**FROM:** The Committee on Education and Special Training.  
**TO:** The Presidents of All Institutions Authorized to Maintain Students' Army  
Training Corps Units.  
**SUBJECT:** Contractual Relations With Colleges.

Dear Sirs:

A separate statement of this date sets forth the revised general plans for the Students' Army Training Corps. This letter states the basis for contractual relations with the colleges.

**CONTRACT BASIS**

1. In view of the fact that the student soldiers will be on active duty status from the time they are inducted, on or about October 1, 1918, it is incumbent on the Government to assume the expense from that time, of their housing, subsistence and instruction. This is to be done through contracts with each institution.

It is, therefore, desired by the War Department that each institution authorized to maintain a Students' Army Training Corps unit, shall contract at the earliest possible date with the War Department, for the housing, subsistence and instruction of the soldiers assigned to it as members of the Students' Army Training Corps, such contracts to take effect as of October 1st, 1918, or such date about October 1st on which inductions are made.

**PROCEDURE FOR MAKING CONTRACTS**

2. It is desired that every institution shall be on a contract basis with the War Department before October 1, 1918, and at the earliest possible date prior to that time. It is not possible, however, to conduct individual negotiations and make detailed contract arrangements with each of the more than three hundred institutions concerned. The situation will, therefore, be met by temporary contract to be superseded later by a permanent contract, in connection with which a final basis of payment and all details will be arranged. There are herewith enclosed duplicate forms of application which you are requested to return to the Committee on Education and Special Training, Room 595, War Department, as soon as practicable. Return envelope is enclosed. On acceptance by the committee and return to you of one copy, the application becomes the temporary contract with the War Department above referred to. The following may be stated with regard to the terms of this temporary contract:

(a) The per diem rate of \$1.00 for subsistence and housing is to govern temporarily pending examination of the conditions in the individual institution, and a careful working out of the costs involved. The amount so fixed is calculated from the experience of this committee during the past five

months in contracting with over 100 collegiate institutions for the housing, subsistence of over 100,000 soldiers in the National Army Training Detachment. This experience indicates that the average cost of housing is 15 to 20 cents per day; subsistence (Army ration or equivalent) 70 to 80 cents per day. The tuition charge is based on the regular per diem tuition charge of the institution in the year 1917-1918. The permanent contract, to be arrived at on the basis of ascertained facts, will take account of any losses suffered by the institution under the temporary arrangement or any excess cost paid by the Government thereunder.

(b) It is appreciated that some difficulties will be met with, in providing housing and mess facilities on short notice. It is desired that the men be housed and have their meals in as large groups as possible. In some institutions facilities already exist; in others, facilities can be readily adapted; in others, barracks or mess shack construction will be necessary. Experience shows that it will be feasible within thirty days, in practically every case, to make satisfactory temporary arrangements, by using initiative and resourcefulness and with the assistance of the Commanding Officer. There is no objection, for example, to the taking over by the college of fraternity houses or private dormitories, or the conversion of other buildings for housing and subsistence purposes. The kind of building is not important provided that the conditions are sanitary and healthful.

#### COLLECTION OF TUITION FEES FROM STUDENTS

(c) The contract status contemplates, of course, that the student soldiers shall pay nothing to the institution for their instruction nor for housing or subsistence. Since it is necessary in many cases, however, that the institutions be provided with funds for operating expenses at the commencement of the college year, and since the Government will not assume the costs until about October 1, 1918, the institution will collect a proportion of the tuition fees covering the period from the opening of the fall term to October 1, 1918. Thus if the half-year tuition fee is \$100 and the institution opens September 15, the amount collected will be one-eighth, or \$12.50.

The first payment under the Government contract will be made about two weeks after submission of the first voucher, which will cover the period from October 1 to 15, 1918, with monthly payments thereafter.

#### PERMANENT CONTRACT

3. The following governing principles may be stated:

(a) The basis of payment will be reimbursed for actual and necessary costs to the institutions for the services rendered to the Government in the maintenance and instruction of the soldiers, with the stated limitation as to cost of instruction. Contract price will be arrived at by agreement after

careful study of the conditions in each case, in conference with authorities of the institution.

(b) The War Department will have authority to specify and control the courses of instruction to be given by the institution.

(c) The entity and power for usefulness of the institutions will be safeguarded, so that when the contract ends the institutions shall be in condition to resume their functions of general education.

(d) The teaching force will be preserved so far as practicable, and this matter so treated that its members shall feel that in changing to the special intensive work desired by the Government, they are rendering a vital and greatly needed service.

(e) The Government will ask from the institutions a specific service, that is, the housing, subsistence and instruction along specified lines of a certain number of student soldiers. There will be no interference with the freedom of the institution in conducting other courses in the usual way.

(f) The contract will be for a fixed term, probably nine months, subject to renewal for a further period on reasonable notice, on terms to be agreed upon and subject to cancellation on similar notice.

5. In view of the necessity of prompt action in establishing the temporary contract basis, you are requested to return in duplicate the inclosed "request for Assignment of Soldiers" at the earliest possible date.

By Robert I. Rees,  
Colonel, General Staff Corps,  
Chairman.

REQUEST FOR ASSIGNMENT OF SOLDIERS OF  
STUDENTS' ARMY TRAINING CORPS, UNITED STATES ARMY  
TO

..... College (University)

....., a corporation  
(Name of Institution)

under the laws of the State of ..... hereby requests  
the War Department of the United States to assign to the institution  
..... soldiers of the United

(Estimated number in S. A. T. C. Unit)

States Army, members of the Students' Army Training Corps, on the following conditions:

1. Eligible students are to be inducted into the United States Army on their voluntary application, on or about October 1, 1918, and are forthwith to be assigned on active duty at the institution.

2. The institution will after the assignment of such soldiers:

(a) Furnish such academic instruction to the said soldiers as may be

approved or prescribed by the War Department, it being understood that until the War Department otherwise indicates, the regular curriculum shall be deemed approved;

(b) Will provide for the proper and sanitary housing of said soldiers in as large groups as reasonably possible;

(c) Will provide meals for the said soldiers of a quantity and quality equivalent to the standard Army ration, and under the proper sanitary conditions;

(d) Will provide suitable and adequate grounds for military instruction and drill of the soldiers and suitable offices for the military administration of the unit;

(e) Will co-operate closely with the War Department and its authorized representatives in all matters above referred to;

(f) Will receive from its students who are eligible for the Students' Army Training Corps and indicate their intention of applying for induction therein, only such proportion of the usual tuition and other fees as will cover the period from the opening of the college year to October 1, 1918, or, if more has already been received, will make individual adjustment with the students accordingly.

3. The War Department will:

(a) Provide for the military instruction of the soldiers;

(b) Provide uniforms and the necessary personal equipment of the soldiers to the extent practicable;

(c) Furnish necessary cots, blankets, and bed-sacks or mattresses to the extent practicable.

(d) Pay to the institution as soon as practicable, after submission of duly executed vouchers, the sum of one dollar (\$1.00) per day for each soldier assigned to the institution on active duty plus the sum of.....cents (see note) per day for each soldier so assigned, for tuition, making a total of one dollar and.....cents per day per soldier. The first voucher submitted will cover the period of two weeks following the induction of the soldiers and their assignment to active duty, and will be submitted monthly thereafter.

4. It is understood that the arrangement evidenced hereby shall be temporary and that as soon as practicable a permanent contract shall be made between the institution and the War Department, covering the period to July 1, 1918. The basis of that contract with respect to payment shall be reimbursement for the actual and necessary costs of providing the instruction, subsistence and housing required during the entire period of the contractual relation with the War Department, the necessary adjustments to be made accordingly, provided that the per diem allowance to be made for cost of

academic instruction shall not exceed the regular per diem tuition charge of the institution.

5. The institution and the War Department will co-operate to the fullest extent to obtain the best results, and will endeavor as soon as practicable to arrive at the said permanent contract on an equitable financial basis, in accordance with the principle of reimbursement for actual costs as above stated.

..... Name of Institution.

By.....

Accepted.....

Secretary of War Department Committee on Education and Special Training.

Witness:

.....

Witness:

NOTE—Insert at this point a number of cents equal to the yearly tuition fee of the institution (or department thereof) in the college year of 1917-1918 divided by 270; e.g., on an average yearly tuition fee of \$100.00 the amount is  $100 \div 270 = .3703$  cents.

## **Appendix F**

### **THE STUDENTS' ARMY TRAINING CORPS DESCRIPTIVE CIRCULAR**

#### **ADMINISTRATION**

1. The Students' Army Training Corps is administered by the Committee on Education and Special Training, of the War Department, Second Floor, Mills Building, Washington, D. C.

#### **PURPOSE**

2. The primary purpose of the Students' Army Training Corps is to utilize the executive and teaching personnel and the physical equipment of the educational institutions to assist in the training of our new armies. These facilities will be especially useful for the training of officer-candidates and technical experts of all kinds to meet the needs of the service. This training is conducted in about 600 colleges, universities, professional, technical and trade schools of the country.

#### **VOCATIONAL AND COLLEGIATE SECTIONS**

3. The Corps is divided into two sections, the Collegiate or "A" Section and the Vocational or "B" Section. The units of the "B" Section were formerly known as National Army Training Detachments. They aim to train soldiers for service as trade specialists in the Army. As the program for vocational training is now virtually completed, few, if any, new units of this type will for the present be added.

The "A," or Collegiate Section, which was inaugurated October 1st, is open to registrants who are members of some authorized college, university or professional school. Students of authorized institutions join the Students' Army Training Corps by voluntary induction into the service. They then become members of the Army on active duty, receiving pay and subsistence, subject to military orders, and living in barracks under military discipline in exactly the same manner as any other soldier.

The housing, subsistence and instruction of soldiers in both branches of the Students' Army Training Corps is provided by educational institutions under contract with the Government. A list of such institutions will be found at the end of this circular.

#### **CHOICE OF SERVICE**

4. The members of the Students' Army Training Corps are voluntarily inducted into the service, and are ordinarily allowed to choose the branch of the service for which they wish to be prepared. This freedom of choice, however, is not absolute. It depends upon the individual's qualifications and upon the needs of the service at any particular time.

**OPPORTUNITIES**

5. The status of a member of the Students' Army Training Corps is that of a private. Members of a collegiate or "A" Section who show by their rating in academic and military work that they have unusual ability may be:

(a) Transferred to a Central Officers' Training School;

(b) Transferred to a Non-Commissioned Officers' School;

(c) Assigned to the institution where they are enrolled for further intensive work in a specified line as, for instance, in engineering, chemistry or medicine.

Those members of a collegiate section whose record is such as not to justify the Government in continuing their collegiate training may be:

(a) Assigned to a vocational training section for technical training of military value;

(b) Transferred to a cantonment for duty with troops as a private.

Members of a vocational section who show exceptional fitness or promise may be recommended for officers' or non-commissioned officers' schools, or may be continued at institutions for more advanced study.

**RELATION TO DRAFT**

5. Members of the Students' Army Training Corps, having already been inducted into the service, will thereafter not be subject to call by their Local Boards. It is expected that the members of collegiate sections will be transferred from institutions every three months in age groups, the twenty-year-old men going first, the nineteen-year-old men going next, and the eighteen-year-old men last, roughly corresponding to the periods at which men of these ages will be called under the Selective Service Law. As these groups leave the colleges their places will be taken by new contingents obtained by individual induction or, if necessary, from depot brigades. Students of such subjects as engineering, chemistry and medicine may be required to finish their courses where the needs of the service make this desirable.

Members of vocational sections will ordinarily remain at the institution for two months and will then be assigned to various branches of the service in which technicians are needed.

It is impossible to say absolutely how long the training of any particular man will continue since this will depend upon the capacity of the individual and upon the changing needs of the service.

**CURRICULA**

6. In addition to 11 hours per week of military training the course of study of the men in the collegiate section of the Students' Army Training Corps will consist of the ordinary college or technical courses grouped and modified in such ways as are necessary to meet the needs of the War Depart-

ment. Students in colleges of Liberal Arts will have as much free election as it is possible to give them. Students in engineering, medical, law, and other professional or technical schools will pursue special curricula approved by the War Department.

Members of vocational sections will pursue such subjects as auto-driving, auto-repair, bench woodwork, sheet metal work and electrical work, etc., in addition to 15½ hours per week of military training.

Members of both sections will attend courses on the Issues of the War.

#### ADMISSION REQUIREMENTS

7. Registrants who have a grammar school education or equivalent trade experience are eligible for vocational sections. Eligible registrants may be inducted into these sections, either by special calls issued to the Local Boards, or by individual voluntary induction upon application to the committee in Washington. For the present, candidates are advised to apply at their Local Boards.

Registrants who are graduates of standard four-year secondary schools or have equivalent educational qualifications are eligible for collegiate sections and will be inducted at the institutions to which they secure admission. The admission requirements into the colleges, and hence into the Students' Army Training Corps, have been left substantially as they were. Young men seeking information as to how to join a collegiate unit of the corps should apply not to the War Department, but to the Dean or Registrar of the college of their choice.

Only registrants, physically qualified for general or limited service, are eligible for the Students' Army Training Corps. Except in case of certain specially qualified technical and professional students, registrants prior to September 12, 1918, of Class I, Group A (physically qualified for general service), are ineligible for induction into collegiate sections; but registrants prior to September 12, 1918, of Medical Group C (limited service) or the deferred classes are eligible.

#### NAVY

8. At certain specified institutions, named hereafter, a limited number of registrants may, upon indicating their preference, be inducted into the Navy or the Marine Corps. Such men will wear naval uniforms, and pay their own expenses individually from an allowance made to them by the Navy Department. The Naval and Marine Sections will attend all drills and exercises of the Students' Army Training Corps.

## DISTRICT HEADQUARTERS

**District Headquarters are now established as follows:**

Dist. No.	Territory	Inspect. Officer and Asst.	1. Bus. Mgr. 2. Coll. Dir. 3. Voc. Dir. 4. W. I. C. Dir.	Address
1.	Maine, N. H., Vt., R. I., Conn., Mass....	Maj. W. D. Dillon.... Capt. L. A. Whitney..	1. J. D. Phillips..... 2. Dr. J. H. Ropes..... 3. A. L. Williston..... 4. C. H. Moore.....	Rogers Bldg., 49 Boylston St., Boston, Mass.
2.	New Jersey and New York .....	Lt. Col. Barton..... Capt. R. T. King.....	1. Fred T. Moore..... 2. Dr. Chas. A. Richmond..... 3. F. E. Mathewson..... 4. W. E. Hocking.....	1101 Engr. Soc. Bldg., 29 W. 39th St., New York, N. Y.
3.	Pa., Md., Del., Dist. of Columbia .....	Capt. Guild..... Capt. D. Crandall....	1. Fred T. Moore..... 2. Dr. J. H. MacCracken.. 3. S. A. Zweibel..... 4. W. E. Lingelbach.....	No. 6, Law School Bldg., Univ. of Pennsylvania, Philadelphia, Pa.
4.	Va., N. C., S. C., Ga. and Fla. ....	Maj. C. Townner..... 1st Lt. McGill.....	1. J. C. Wardlaw..... 2. Dr. E. K. Graham..... 3. R. W. Selvidge and L. A. Roy, Asst..... 4. J. G. de R. Hamilton.....	Tucker Bldg., Fayette and Martin Sts., Raleigh, N. C.
5.	Ky., Tenn., Ala., and Miss. ....	Major Lang..... Maj. D. M. Moore....	1. Fred B. Frazier..... 2. Dr. Bruce R. Payne..... 3. R. W. Selvidge and L. A. Roy, Asst..... 4. M. L. Bonham.....	George Peabody College, Nashville, Tenn.
6.	Indiana, Ohio and West Virginia .....	Col. Converse..... Capt. J. R. LaVigne..	1. B. U. Rannels..... 2. Dr. R. M. Hughes..... 3. W. B. Russell..... 4. F. S. Bogardus.....	20 S. Third St., Columbus, Ohio.
7.	Illinois, Mich. and Wisconsin .....	Major Wygant..... Capt. A. T. Knight...	1. Edwin G. Cooley..... 2. Dr. M. E. Cooley..... 3. P. B. Woodworth..... 4. J. H. Tufts.....	Lewis Institute, Madison and Robey Sts., Chicago, Ill.
8.	N. Dak., S. Dak., Iowa, Nebr. and Minn. ....	Capt. McNeal..... Capt. H. A. Zillman..	1. E. L. Somerville..... 2. Dr. E. E. Nicholson..... 3. A. A. Potter and P. H. Smiley, Asst..... 4. J. S. Young.....	315 14th Ave. S. E., Minneapolis, Minn.
9.	Wyo., Colo., Kans. and Mo. ....	Major Stogsdal..... 1st Lt. D. B. Miller..	1. Hale H. Cook..... 2. Dr. A. Ross Hill..... 3. A. A. Potter and P. H. Smiley, Asst..... 4. G. H. Mead.....	College Bldg., 1422 Lydia Ave., Kansas City, Mo.
10.	Ark., Okla., La., and Texas .....	Major Applewhite.... Maj. H. D. Strack....	1. S. E. Gideon..... 2. Dr. R. E. Vinson..... 3. H. C. Givens..... 4. R. P. Brooks.....	Univ. of Texas, University Sta., Austin, Texas.
11.	Arizona, New Mex., Calif., Nev., Utah....	Captain Leeds..... Capt. B. C. Burdick. .... 1st Lt. B. C. Burdick.	1. W. J. Cooper..... 2. Dr. R. L. Wilbur..... 3. J. E. Addicott..... 4. J. S. P. Tatlock.....	Monadnock Bldg., 3d and Market Sts., San Francisco, Calif.
12.	Wash., Idaho, Ore., and Mont. ....	Captain Patten..... Capt. J. B. Roberts..	1. H. W. Furlong..... 2. Dr. E. C. Elliott..... 3. F. H. Shepherd..... 4. E. E. Robinson.....	Montana Building, Helena, Mont.

## COLLEGIATE SECTIONS

## ALABAMA

ALABAMA POLYTECHNIC INSTITUTE,	Auburn
ALABAMA, UNIVERSITY OF,	University
BIRMINGHAM SOUTHERN COLLEGE.	Birmingham
HOWARD COLLEGE,	Birmingham
SPRING HILL COLLEGE,	Spring Hill
STATE NORMAL SCHOOL,	Jacksonville
STATE NORMAL SCHOOL,	Troy
TALLEDEGA COLLEGE (Colored),	Talledega

## ARIZONA

ARIZONA, UNIVERSITY OF,	Tucson
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## ARKANSAS

ARKANSAS BAPTIST COLLEGE (Colored),	
ARKANSAS COLLEGE,	Little Rock
ARKANSAS, UNIVERSITY OF,	Batesville
HENDERSON-BROWN COLLEGE,	Fayetteville
HENDRIX COLLEGE,	Arkadelphia
LITTLE ROCK COLLEGE,	Conway
OUACHITA COLLEGE,	Little Rock
PHILANDER SMITH COLLEGE (Colored),	Arkadelphia
STATE SCHOOL OF AGRICULTURE,	Troy
	Jonesboro

## CALIFORNIA

CALIFORNIA, UNIVERSITY OF,	Berkeley
COLLEGE OF PHYSICIANS AND SUR- GEONS,	San Francisco
LELAND STANFORD UNIVERSITY,	Stanford University
LOS ANGELES STATE NORMAL,	Los Angeles
OCCIDENTAL COLLEGE,	Los Angeles
THE PACIFIC, UNIVERSITY OF,	San Jose
POMONA COLLEGE,	Claremont
REDLANDS, UNIVERSITY OF,	Redlands
SAN DIEGO JUNIOR COLLEGE,	San Diego
SANTA CLARA, UNIVERSITY OF,	Santa Clara
ST. IGNATIUS UNIVERSITY,	San Francisco
ST. MARY'S COLLEGE,	Oakland
SOUTHERN CALIFORNIA, UNIVERSITY OF,	Los Angeles
THROOP COLLEGE OF TECHNOLOGY,	Pasadena

## COLORADO

COLORADO AGRICULTURAL COLLEGE,	Fort Collins
COLORADO COLLEGE,	Colorado Springs
COLORADO COLLEGE OF DENTAL SUR- GERY,	Denver
COLORADO STATE TEACHERS COLLEGE,	Greeley
COLORADO, UNIVERSITY OF,	Boulder
DENVER, UNIVERSITY OF,	Denver
STATE SCHOOL OF MINES,	Golden

## CONNECTICUT

CONNECTICUT AGRICULTURAL COL- LEGE,	Storrs
TRINITY COLLEGE,	Hartford
WESLEYAN UNIVERSITY,	Middletown
YALE UNIVERSITY,	New Haven

## DELAWARE

DELAWARE COLLEGE,	Newark
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## DISTRICT OF COLUMBIA

CATHOLIC UNIVERSITY OF AMERICA,	Washington
GEORGETOWN UNIVERSITY,	Washington
GEORGE WASHINGTON UNIVERSITY,	Washington
HOWARD UNIVERSITY (Colored),	Washington

## FLORIDA

FLORIDA UNIVERSITY,	Gainesville
JOHN B. STETSON UNIVERSITY,	Deland
SOUTHERN COLLEGE,	Sutherland

## GEORGIA

ATLANTA SOUTHERN DENTAL COLLEGE,	Atlanta
ATLANTA UNIVERSITY (Colored),	Atlanta
EMORY UNIVERSITY,	Atlanta
GEORGIA SCHOOL OF TECHNOLOGY,	Atlanta
GEORGIA, UNIVERSITY OF,	Athens
MERCER UNIVERSITY,	Macon
MOREHOUSE COLLEGE (Colored),	Atlanta
NORTH GEORGIA AGRICULTURAL COL- LEGE,	Dahlonega
OGLETHORPE UNIVERSITY,	Oglethorpe

## HAWAII

HAWAII COLLEGE,	Honolulu
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## IDAHO

IDAHO UNIVERSITY,	Moscow
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## ILLINOIS

ARMOUR INSTITUTE OF TECHNOLOGY.	Chicago
AUGUSTANA COLLEGE,	Rock Island
BRADLEY POLYTECHNIC INSTITUTE,	Peoria
CARTHAGE COLLEGE,	Carthage
CHICAGO COLLEGE OF DENTAL SUR- GERY,	Chicago
CHICAGO UNIVERSITY,	Chicago
CHICAGO VETERINARY COLLEGE,	Chicago
CRANE JUNIOR COLLEGE,	Chicago
DE PAUL UNIVERSITY,	Chicago
EUREKA COLLEGE,	Eureka
HAHNEMAN MEDICAL SCHOOL,	Chicago
HEDDING COLLEGE,	Abingdon
ILLINOIS COLLEGE,	Jacksonville
ILLINOIS UNIVERSITY,	Urbana
ILLINOIS WESLEYAN UNIVERSITY,	Bloomington
JAMES MILLIKEN UNIVERSITY,	Decatur
KNOX COLLEGE,	Galesburg
LAKE FOREST COLLEGE,	Lake Forrest
LEWIS INSTITUTE,	Chicago
LOMBARD COLLEGE,	Galesburg
LOYOLA UNIVERSITY,	Chicago
McKENDREE COLLEGE,	Lebanon
MONMOUTH COLLEGE,	Monmouth
NORTHWESTERN COLLEGE,	Naperville
NORTHWESTERN UNIVERSITY,	Evanston
ST. IGNATIUS COLLEGE,	Chicago
ST. VIATOR COLLEGE,	Bourbonnais
SHURTELL COLLEGE,	Upper Alton
WHEATON COLLEGE,	Wheaton
Y. M. C. A. COLLEGE,	Chicago

**INDIANA**

BUTLER COLLEGE,	Indianapolis
CENTRAL STATE NORMAL COLLEGE,	Danville
DE PAUW UNIVERSITY,	Greencastle
FRANKLIN COLLEGE,	Franklin
HANOVER COLLEGE,	Hanover
HUNTINGTON COLLEGE,	Huntington
INDIANA DENTAL COLLEGE,	Indianapolis
INDIANA STATE NORMAL SCHOOL,	Muncie
INDIANA UNIVERSITY,	Bloomington
INDIANA VETERINARY COLLEGE,	Indianapolis
NOTRE DAME, UNIVERSITY OF,	Notre Dame
OAKLAND CITY COLLEGE,	Oakland City
PURDUE UNIVERSITY,	West Lafayette
ROSE POLYTECHNIC INSTITUTE,	Terre Haute
STATE NORMAL SCHOOL,	Muncie
TAYLOR UNIVERSITY,	Upland
TRI-STATE COLLEGE,	Angola
VALPARAISO UNIVERSITY,	Valparaiso
WABASH COLLEGE,	Crawfordsville

**IOWA**

BUENA VISTA COLLEGE,	Storm Lake
CENTRAL COLLEGE,	Pella
COE COLLEGE,	Cedar Rapids
CORNELL COLLEGE,	Mt. Vernon
DES MOINES COLLEGE,	Des Moines
DRAKE UNIVERSITY,	Des Moines
DUBUQUE COLLEGE,	Dubuque
DUBUQUE COLLEGE AND SEMINARY,	Dubuque
ELLSWORTH COLLEGE,	Iowa Falls
GRINNELL COLLEGE,	Grinnell
IOWA STATE COLLEGE OF A. & M., Ames	Iowa State
IOWA STATE TEACHERS COLLEGE,	Cedar Falls
IOWA, UNIVERSITY OF,	Iowa City
IOWA WESLEYAN COLLEGE,	Mt. Pleasant
LUTHER COLLEGE,	Decorah
MORNINGSIDE COLLEGE,	Sioux City
PARSONS COLLEGE,	Fairfield
SIMPSON COLLEGE,	Indianola
UPPER IOWA UNIVERSITY,	Fayette

**KANSAS**

BAKER UNIVERSITY,	Baldwin City
BETHANY COLLEGE,	Lindsborg
CENTRAL COLLEGE,	McPherson
COLLEGE OF EMPORIA,	Emporia
COOPER COLLEGE,	Sterling
FAIRMONT COLLEGE,	Wichita
FORT HAYS NORMAL SCHOOL,	Hays City
KANSAS STATE AGRICULTURAL COLLEGE,	Manhattan
KANSAS STATE NORMAL,	Emporia
KANSAS, UNIVERSITY OF,	Lawrence
KANSAS WESLEYAN UNIVERSITY,	Salina
MIDLAND COLLEGE,	Atchison
OTTAWA UNIVERSITY,	Ottawa
ST. MARY'S COLLEGE,	St. Marys
SOUTHWESTERN COLLEGE,	Winfield
STATE MANUAL TRAINING NORMAL SCHOOL,	Pittsburg
WASHBURN COLLEGE,	Topeka

**KENTUCKY**

BEREA COLLEGE,	Berea
BETHEL COLLEGE,	Russellville
CENTRE COLLEGE,	Danville
EASTERN KENTUCKY STATE NORMAL SCHOOL,	Richmond
GEORGETOWN COLLEGE,	Georgetown
KENTUCKY, UNIVERSITY OF,	Lexington
KENTUCKY WESLEYAN COLLEGE,	Winchester
LOUISVILLE, UNIVERSITY OF,	Louisville

OGDEN COLLEGE,	Bowling Green
TRANSYLVANIA COLLEGE,	Lexington
WESTERN KENTUCKY STATE NORMAL SCHOOL,	Bowling Green

**LOUISIANA**

JEFFERSON COLLEGE,	Convent
LOUISIANA COLLEGE,	Pineville
LOUISIANA INDUSTRIAL INSTITUTE,	Ruston
LOUISIANA STATE UNIVERSITY,	
LOYOLA UNIVERSITY,	Baton Rouge
ST. CHARLES COLLEGE,	New Orleans
SOUTHWESTERN LOUISIANA IND. INST.,	Grand Coteau
TULANE UNIVERSITY,	Lafayette
	New Orleans

**MAINE**

BATES COLLEGE,	Lewiston
BOWDOIN COLLEGE,	Brunswick
COLBY COLLEGE,	Waterville
MAINE, UNIVERSITY OF,	Orono

**MARYLAND**

BALTIMORE COLLEGE OF DENTAL SURGERY,	Baltimore
JOHNS HOPKINS UNIVERSITY,	Baltimore
MARYLAND STATE COLLEGE OF AGRICULTURE,	College Park
MARYLAND, UNIVERSITY OF,	Baltimore
MOUNT ST. MARY'S COLLEGE,	Emmettsburg
ST. JOHN COLLEGE,	Annapolis
WASHINGTON COLLEGE,	Chestertown
WESTERN MARYLAND COLLEGE,	Westminster

**MASSACHUSETTS**

AMHERST COLLEGE,	Amherst
ASSUMPTION COLLEGE,	Worcester
BOSTON COLLEGE,	Chestnut Hill
BOSTON UNIVERSITY,	Boston
CLARK COLLEGE,	Worcester
COLLEGE OF THE HOLY CROSS,	Worcester
HARVARD UNIVERSITY,	Cambridge
INTERNATIONAL Y. M. C. A. COLLEGE,	Springfield
LOWELL TEXTILE SCHOOL,	Lowell
MASSACHUSETTS AGRICULTURAL COLLEGE,	Amherst
MASSACHUSETTS INSTITUTE OF TECHNOLOGY,	Cambridge
NORTHEASTERN COLLEGE,	Boston
TUFTS COLLEGE,	Medford
WENTWORTH INSTITUTE,	Boston
WILLIAMS COLLEGE,	Williamstown
WORCESTER POLYTECHNIC INSTITUTE,	Worcester

**MICHIGAN**

ADRIAN COLLEGE,	Adrian
ALBION COLLEGE,	Albion
ALMA COLLEGE,	Alma
CENTRAL STATE NORMAL SCHOOL,	Mt. Pleasant
DETROIT COLLEGE OF MEDICINE AND SURGERY,	Detroit
DETROIT JUNIOR COLLEGE,	Detroit
DETROIT, UNIVERSITY OF,	Detroit
GRAND RAPIDS JUNIOR COLLEGE,	Grand Rapids
HILLSDALE COLLEGE,	Hillsdale
HOPE COLLEGE,	Holland
KALAMAZOO COLLEGE,	Kalamazoo
MICHIGAN AGRICULTURAL COLLEGE,	East Lansing
MICHIGAN COLLEGE OF MINES,	Houghton
MICHIGAN STATE NORMAL COLLEGE,	Ypsilanti

MICHIGAN, UNIVERSITY OF, Ann Arbor  
 NORTHERN STATE NORMAL SCHOOL, Marquette  
 OLIVET COLLEGE, Olivet  
 WESTERN STATE NORMAL SCHOOL, Kalamazoo

## MINNESOTA

CARLETON COLLEGE, Northfield  
 COLLEGE OF ST. THOMAS, St. Paul  
 CONCORDIA COLLEGE, Moorhead  
 GUSTAVUS ADOLPHUS COLLEGE, St. Peter  
 HAMLINE UNIVERSITY, St. Paul  
 MACALESTER COLLEGE, St. Paul  
 MINNESOTA, UNIVERSITY OF, Minneapolis  
 ST. OLAF COLLEGE, Northfield

## MISSISSIPPI

MERIDIAN COLLEGE, Meridian  
 MILLSAPS COLLEGE, Jackson  
 MISSISSIPPI A. & M. COLLEGE, Agricultural College  
 MISSISSIPPI COLLEGE, Clinton  
 MISSISSIPPI NORMAL SCHOOL, Hattiesburg  
 MISSISSIPPI, UNIVERSITY OF, University

## MISSOURI

CENTRAL COLLEGE, Fayette  
 CULVER-STOCKTON COLLEGE, Canton  
 DRURY COLLEGE, Springfield  
 FIRST DISTRICT STATE NORMAL SCHOOL, Kirksville  
 KANSAS CITY DENTAL COLLEGE, Kansas City  
 KANSAS CITY POLYTECHNIC, Kansas City  
 MISSOURI SCHOOL OF MINES, Rolla  
 MISSOURI, UNIVERSITY OF, Columbia  
 MISSOURI WESLEYAN COLLEGE, Cameron Parkville  
 PARK COLLEGE, Parkville  
 ST. LOUIS UNIVERSITY, St. Louis  
 STATE NORMAL SCHOOL, Cape Girardeau  
 STATE NORMAL SCHOOL, Maryville  
 STATE NORMAL COLLEGE, Springfield  
 STATE NORMAL SCHOOL, Warrensburg  
 TARKIO COLLEGE, Tarkio  
 WASHINGTON UNIVERSITY, St. Louis  
 WESTERN DENTAL COLLEGE, Kansas City  
 WESTMINSTER COLLEGE, Fulton  
 WILLIAM JEWEL COLLEGE, Liberty

## MONTANA

MONTANA COLLEGE OF A. & M., Bozeman  
 MONTANA STATE SCHOOL OF MINES, Butte  
 MONTANA, UNIVERSITY OF, Missoula  
 MONTANA WESLEYAN COLLEGE, Helena  
 MT. ST. CHARLES COLLEGE, Helena

## NEBRASKA

BELLEVUE COLLEGE, Bellevue  
 COTNER UNIVERSITY, Bethany  
 CREIGHTON UNIVERSITY, Omaha  
 DOANE COLLEGE, Crete  
 HASTINGS COLLEGE, Hastings  
 KEARNEY STATE NORMAL, Kearney  
 NEBRASKA STATE NORMAL, Peru  
 NEBRASKA, UNIVERSITY OF, Lincoln  
 NEBRASKA WESLEYAN UNIVERSITY, University Place  
 WAYNE NORMAL SCHOOL, Wayne

## NEVADA

STATE UNIVERSITY OF NEVADA, Reno

## NEW HAMPSHIRE

DARTMOUTH COLLEGE, Hanover  
 NEW HAMPSHIRE COLLEGE OF A. & M., Durham

## NEW JERSEY

PRINCETON UNIVERSITY, Princeton  
 RUTGERS COLLEGE, New Brunswick  
 STEVENS INSTITUTE OF TECHNOLOGY, Hoboken

## NEW MEXICO

NEW MEXICO COLLEGE OF A. & M., State College  
 NEW MEXICO MILITARY INSTITUTION, Roswell  
 NEW MEXICO, UNIVERSITY OF, Albuquerque

## NEW YORK

ALFRED UNIVERSITY, Alfred  
 BUFFALO, UNIVERSITY OF, Buffalo  
 CANISIUS COLLEGE, Buffalo  
 CLARKSON COLLEGE OF TECHNOLOGY, Potsdam  
 COLGATE UNIVERSITY, Hamilton  
 COLLEGE OF DENTAL AND ORAL SURGERY OF NEW YORK, New York City  
 COLLEGE OF THE CITY OF NEW YORK, New York City  
 COLUMBIA UNIVERSITY, New York City  
 COOPER UNION DAY TECHNICAL SCHOOL, New York City  
 CORNELL UNIVERSITY, Ithaca  
 FORDHAM UNIVERSITY, New York City  
 HAMILTON COLLEGE, Clinton  
 HOBART COLLEGE, Geneva  
 MANHATTAN COLLEGE, New York City  
 NEW YORK COLLEGE OF DENTISTRY, New York City  
 NEW YORK STATE COLLEGE FOR TEACHERS, Albany  
 NEW YORK UNIVERSITY, New York City  
 NIAGARA UNIVERSITY, Niagara  
 POLYTECHNIC INSTITUTE OF BROOKLYN, Brooklyn  
 PRATT INSTITUTE, Brooklyn  
 RENSSELAER POLYTECHNIC INSTITUTE, Troy  
 ROCHESTER, UNIVERSITY OF, Rochester  
 ST. BONAVENTURE COLLEGE, St. Bonaventure  
 ST. JOHN'S COLLEGE, Brooklyn  
 ST. LAWRENCE UNIVERSITY, Canton  
 ST. STEPHEN'S COLLEGE, Annandale  
 SYRACUSE UNIVERSITY, Syracuse  
 THE LONG ISLAND COLLEGE HOSPITAL, Brooklyn  
 UNION UNIVERSITY, Schenectady

## NORTH CAROLINA

ATLANTIC CHRISTIAN COLLEGE, Wilson  
 BIDDLE UNIVERSITY (Colored), Charlotte  
 CATAWBA COLLEGE, Newton  
 DAVIDSON COLLEGE, Davidson  
 ELON COLLEGE, Elon  
 LENOIR COLLEGE, Hickory  
 NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING, W. Raleigh  
 NORTH CAROLINA, UNIVERSITY OF, Chapel Hill  
 SHAW UNIVERSITY (Colored), Raleigh  
 TRINITY COLLEGE, Durham  
 WAKE FOREST COLLEGE, Wake Forest

## NORTH DAKOTA

FARGO COLLEGE, Fargo  
 JAMESTOWN COLLEGE, Jamestown  
 NORTH DAKOTA AGRICULTURAL COLLEGE, Agricultural College  
 NORTH DAKOTA, UNIVERSITY OF, Grand Forks

**OHIO**

ANTIOCH COLLEGE,	Yellow Springs
ASHLAND COLLEGE,	Ashland
BALDWIN-WALLACE COLLEGE,	Berea
CAPITOL UNIVERSITY,	Columbus
CASE SCHOOL OF APPLIED SCIENCE,	Cleveland
CINCINNATI, UNIVERSITY OF,	Cincinnati
DEFIANCE COLLEGE,	Defiance
DENISON UNIVERSITY,	Granville
ECLECTIC MEDICAL COLLEGE,	Cincinnati
FINDLAY COLLEGE,	Findlay
HEIDELBERG UNIVERSITY,	Tiffin
HIRAM COLLEGE,	Hiram
KENYON COLLEGE,	Gambier
MARIETTA COLLEGE,	Marietta
MIAMI UNIVERSITY,	Oxford
MT. UNION COLLEGE,	Alliance
MUNICIPAL UNIVERSITY OF AKRON,	Akron
MUSKINGUM COLLEGE,	New Concord
OBERLIN COLLEGE,	Oberlin
OHIO COLLEGE OF DENTAL SURGERY,	Cincinnati
OHIO NORTHERN UNIVERSITY,	Ada
OHIO STATE UNIVERSITY,	Columbus
OHIO UNIVERSITY,	Athens
OHIO WESLEYAN UNIVERSITY,	Delaware
OTTERBEIN UNIVERSITY,	Westerville
ST. IGNATIUS COLLEGE,	Cleveland
ST. MARY'S COLLEGE,	Dayton
ST. XAVIER COLLEGE,	Cincinnati
TOLEDO UNIVERSITY,	Toledo
WESTERN RESERVE UNIVERSITY,	Cleveland
WILBERFORCE UNIVERSITY (Colored),	Wilberforce
WITTENBERG COLLEGE,	Springfield
WOOSTER, COLLEGE OF,	Wooster

**OKLAHOMA**

CENTRAL STATE NORMAL SCHOOL,	Edmond
EAST CENTRAL NORMAL SCHOOL,	Ada
HENRY KENDALL COLLEGE,	Tulsa
NORTHWESTERN NORMAL SCHOOL,	Alva
OKLAHOMA A. & M. COLLEGE,	Stillwater
OKLAHOMA, UNIVERSITY OF,	Norman
PHILIPS UNIVERSITY,	Enid
SOUTHEASTERN STATE NORMAL SCHOOL,	Durant
SOUTHWESTERN NORMAL SCHOOL,	Weatherford

**OREGON**

NORTH PACIFIC COLLEGE OF DEN-	Portland
TISTRY,	
OREGON AGRICULTURAL COLLEGE,	Corvallis
OREGON, UNIVERSITY OF,	Eugene
REED COLLEGE,	Portland
WILLAMETTE UNIVERSITY,	Salem

**PENNSYLVANIA**

ALBRIGHT COLLEGE,	Myerstown
ALLEGHENY COLLEGE,	Meadville
BUCKNELL UNIVERSITY,	Lewisburg
CARNEGIE INSTITUTE OF TECHNOLO-	Pittsburgh
GY,	
DICKINSON COLLEGE,	Carlisle
DREXEL INSTITUTE,	Philadelphia
DUQUESNE UNIVERSITY OF THE HOLY	
GHOST,	Pittsburgh
FRANKLIN AND MARSHALL COLLEGE,	
GENEVA COLLEGE,	Lancaster
GROVE CITY COLLEGE,	Beaver Falls
HAHNEMANN MEDICAL COLLEGE,	Grove City
	Philadelphia

**JEFFERSON MEDICAL COLLEGE,**

PHILADELPHIA	Philadelphia
LAFAYETTE COLLEGE,	Easton
LEBANON VALLEY COLLEGE,	Anville
LEHIGH UNIVERSITY,	South Bethlehem
LINCOLN UNIVERSITY (Colored),	Chester
MANSFIELD STATE NORMAL,	Mansfield
MORAVIAN COLLEGE,	Bethlehem
MUHLENBERG COLLEGE,	Allentown
PENNSYLVANIA COLLEGE,	Gettysburg
PENNSYLVANIA MILITARY COLLEGE,	Chester
PENNSYLVANIA STATE COLLEGE,	State College
PENNSYLVANIA, UNIVERSITY OF,	Philadelphia
PHILADELPHIA TEXTILE SCHOOL,	Philadelphia
PITTSBURG, UNIVERSITY OF,	Pittsburgh
ST. JOSEPH'S COLLEGE,	Philadelphia
STATE NORMAL SCHOOL,	East Stroudsburg
STATE NORMAL SCHOOL,	Indiana
SUSQUEHANNA UNIVERSITY,	Schingsrove
SWARTHMORE COLLEGE,	Swarthmore
TEMPLE UNIVERSITY,	Philadelphia
THIEL COLLEGE,	Greenville
URSINUS COLLEGE,	Collegeville
VILLANOVA COLLEGE,	Villanova
WASHINGTON AND JEFFERSON COL-	
LEGE,	Washington
WAYNESBURG COLLEGE,	Waynesburg
WEST CHESTER STATE NORMAL,	West Chester
WESTMINSTER COLLEGE,	New Wilmington

**PORTO RICO**

COLLEGE OF AGRICULTURE AND ME-	
CHANIC ARTS,	Mayaguez
PORTO RICO, UNIVERSITY OF,	San Juan

**RHODE ISLAND**

BROWN UNIVERSITY,	Providence
RHODE ISLAND STATE COLLEGE,	Kingston

**SOUTH CAROLINA**

CLEMSON AGRICULTURAL COLLEGE,	Clemson
COLLEGE OF CHARLESTON,	Charleston
ERSKINE COLLEGE,	Greenville
FURMAN UNIVERSITY,	Greenville
NEWBERRY COLLEGE,	Newberry
PRESBYTERIAN COLLEGE OF SOUTH	
CAROLINA,	Clinton
SOUTH CAROLINA MEDICAL COLLEGE,	Charleston
SOUTH CAROLINA, UNIVERSITY OF,	Columbia
THE CITADEL, THE MILITARY COLLEGE	
OF SOUTH CAROLINA,	Charleston
WOFFORD COLLEGE,	Spartanburg

**SOUTH DAKOTA**

DAKOTA WESLEYAN UNIVERSITY,	
HURON COLLEGE,	Huron
SOUTH DAKOTA SCHOOL OF MINES,	Rapid City
SOUTH DAKOTA STATE COLLEGE OF	
A. & M.,	Brookings
SOUTH DAKOTA, UNIVERSITY OF,	Vermillion
YANKTON COLLEGE,	Yankton

**TENNESSEE**

CARSON AND NEWMAN COLLEGE,	
CHATTANOOGA, UNIVERSITY OF,	Jefferson City
CUMBERLAND UNIVERSITY,	Chattanooga
	Lebanon

EAST TENN. STATE NORMAL, Johnson City  
 FISK UNIVERSITY (Colored), Nashville  
 GEORGE PEABODY COLLEGE FOR  
 TEACHERS, Nashville  
 KING COLLEGE, Bristol  
 KNOXVILLE COLLEGE (Colored), Knoxville  
 LINCOLN MEMORIAL COLLEGE,  
     Cumberland Gap  
 MARYVILLE COLLEGE, Maryville  
 MEHARRY MEDICAL COLLEGE (Colored),  
     Nashville  
 MIDDLE TENNESSEE STATE NORMAL,  
     Murfreesboro  
 MILLIGAN COLLEGE, Milligan  
 SOUTHWESTERN PRESBYTERIAN UNIV.,  
     Clarksville  
 TENNESSEE POLYTECHNIC INSTITUTE,  
     Cookville  
 TENNESSEE MEDICAL AND DENTAL  
 INSTITUTE, Cookville  
 TENNESSEE, UNIVERSITY OF, Knoxville  
 TUSCULUM COLLEGE, Greenville  
 UNION UNIVERSITY, Jackson  
 UNIVERSITY OF THE SOUTH, Sewanee  
 VANDERBILT UNIVERSITY, Nashville  
 WEST TENNESSEE STATE NORMAL  
 SCHOOL, Memphis

## TEXAS

ABILENE CHRISTIAN COLLEGE, Abilene  
 A. & M. COLLEGE OF TEXAS, College Station  
 ALEXANDER COLLEGE, Jacksonville  
 AUSTIN COLLEGE, Sherman  
 BAYLOR UNIVERSITY, Waco  
 BISHOP COLLEGE (Colored), Marshall  
 BURLESON COLLEGE, Greenville  
 DECATUR COLLEGE, Decatur  
 EAST TEXAS STATE NORMAL SCHOOL,  
     Commerce  
 HOWARD PAYNE COLLEGE, Brownwood  
 MARSHALL, COLLEGE OF, Marshall  
 MERIDIAN COLLEGE, Meridian  
 NORTH TEXAS STATE NORMAL COL-  
 LEGE, Denton  
 RICE INSTITUTE, THE, Houston  
 SAM HOUSTON STATE NORMAL INSTI-  
 TUTE, Huntsville  
 SIMMONS COLLEGE, Abilene  
 SOUTHERN METHODIST UNIVERSITY,  
     Dallas  
 SOUTHWEST TEXAS NORMAL, San Marcos  
 SOUTHWESTERN UNIVERSITY, Georgetown  
 TEXAS CHRISTIAN UNIVERSITY,  
     Fort Worth  
 TEXAS MILITARY COLLEGE, Terrell  
 TEXAS, UNIVERSITY OF, Austin  
 TRINITY UNIVERSITY, Waxahachie  
 WAYLAND COLLEGE, Plainview  
 WESLEY COLLEGE, Greenville  
 WEST TEXAS MILITARY ACADEMY,  
     San Antonio  
 WEST TEXAS NORMAL, Canyon  
 WILEY UNIVERSITY (Colored), Marshall

## UTAH

AGRICULTURAL COLLEGE OF UTAH,  
     Logan  
 BRIGHAM YOUNG UNIVERSITY, Provo  
 UTAH, UNIVERSITY OF, Salt Lake City

## VERMONT

MIDDLEBURY COLLEGE, Middlebury  
 NORWICH UNIVERSITY, Northfield  
 UNIVERSITY OF VERMONT AND STATE  
 AGRICULTURAL COLLEGE, Burlington

## VIRGINIA

EASTERN COLLEGE, Manassas  
 EMORY AND HENRY COLLEGE, Emory  
 HAMPDEN-SIDNEY COLLEGE,  
     Hampden-Sidney  
 MEDICAL COLLEGE OF VIRGINIA,  
     Richmond  
 RANDOLPH-MACON COLLEGE, Ashland  
 RICHMOND COLLEGE, Richmond  
 ROANOKE COLLEGE, Salem  
 VIRGINIA, UNIVERSITY OF, Charlottesville  
 VIRGINIA A. & M. AND POLYTECHNIC  
 INSTITUTE, Blacksburg  
 VIRGINIA CHRISTIAN COLLEGE,  
     Lynchburg  
 VIRGINIA MILITARY INSTITUTE,  
     Lexington  
 VIRGINIA UNION UNIVERSITY (Colored),  
     Richmond  
 WASHINGTON AND LEE, Lexington  
 WILLIAM AND MARY COLLEGE, Williamsburg

## WASHINGTON

COLLEGE OF PUGET SOUND, Tacoma  
 GONZAGA UNIVERSITY, Spokane  
 STATE COLLEGE OF WASHINGTON,  
     Pullman  
 WASHINGTON STATE NORMAL COL-  
 LEGE, Cheney  
 WASHINGTON, UNIVERSITY OF, Seattle  
 WHITMAN COLLEGE, Walla Walla

## WEST VIRGINIA

BETHANY COLLEGE, Bethany  
 DAVIS AND ELKINS COLLEGE, Elkins  
 WEST VIRGINIA WESLEYAN COLLEGE,  
     Buckhannon  
 WEST VIRGINIA, UNIVERSITY OF,  
     Morgantown

## WISCONSIN

BELoit COLLEGE, Beloit  
 CAMPION COLLEGE, Prairie du Chien  
 CARROLL COLLEGE, Waukesha  
 LACROSSE STATE NORMAL SCHOOL,  
     LaCrosse  
 LAWRENCE COLLEGE, Appleton  
 MARQUETTE UNIVERSITY, Milwaukee  
 MILTON COLLEGE, Milton  
 MILWAUKEE STATE NORMAL SCHOOL,  
     Milwaukee  
 OSHKOSH STATE NORMAL SCHOOL,  
     Oshkosh  
 RACINE COLLEGE, Racine  
 RIPON COLLEGE, Ripon  
 RIVER FALLS STATE NORMAL SCHOOL,  
     River Falls  
 SCHOOL OF ENGINEERING, Milwaukee  
 STATE NORMAL SCHOOL, Eau Claire  
 STATE NORMAL SCHOOL, Platteville  
 STATE NORMAL SCHOOL, Stevens Point  
 STATE NORMAL SCHOOL, Superior  
 STATE NORMAL SCHOOL, Whitewater  
 STOUT INSTITUTE, Menominee  
 WISCONSIN, UNIVERSITY OF, Madison

## WYOMING

WYOMING, UNIVERSITY OF, Laramie

## VOCATIONAL SECTIONS

<b>ALABAMA</b>		
ALABAMA POLYTECHNIC INSTITUTE,	Auburn	
ALABAMA, UNIVERSITY OF, Tuscaloosa		
TUSKEGEE INSTITUTE (Colored), Tuskegee		
<b>ARKANSAS</b>		
ARKANSAS, UNIVERSITY OF, Fayetteville		
BRANCH NORMAL SCHOOL (Colored),	Pine Bluff	
<b>ARIZONA</b>		
ARIZONA, UNIVERSITY OF, Tucson		
<b>CALIFORNIA</b>		
CALIFORNIA, UNIVERSITY OF, Berkeley		
CALIFORNIA SCHOOL OF MECH. ARTS,	San Francisco	
LOS ANGELES STATE NORMAL SCHOOL,	Los Angeles	
OAKLAND TECHNICAL HIGH SCHOOL,	Oakland	
POLYTECHNICAL SCHOOL OF ENGINEERING,	Oakland	
LOS ANGELES HIGH SCHOOL, Los Angeles		
<b>CONNECTICUT</b>		
YALE UNIVERSITY, New Haven		
<b>COLORADO</b>		
COLORADO COLLEGE, Colorado Springs		
COLORADO STATE AGRICULTURAL COLLEGE,	Fort Collins	
COLORADO, UNIVERSITY OF, Boulder		
<b>DELAWARE</b>		
DELAWARE COLLEGE, Newark		
<b>DISTRICT OF COLUMBIA</b>		
BLISS ELECTRICAL SCHOOL, Washington		
HOWARD UNIVERSITY (Colored),	Washington	
<b>FLORIDA</b>		
FLORIDA, UNIVERSITY OF, Gainesville		
FLORIDA A. & M. (Colored), Tallahassee		
<b>GEORGIA</b>		
ATLANTA UNIVERSITY (Colored), Atlanta		
GEORGIA SCHOOL OF TECHNOLOGY,	Atlanta	
GEORGIA, UNIVERSITY OF, Athens		
GEORGIA STATE INDUSTRIAL SCHOOL (Colored), Savannah		
<b>IDAHO</b>		
IDAHO SCHOOL OF TECHNOLOGY, Pocatello		
IDAHO, UNIVERSITY OF, Moscow		
<b>ILLINOIS</b>		
ARMOUR INSTITUTE OF TECHNOLOGY, Chicago		
BRADLEY POLYTECHNIC INSTITUTE, Peoria		
CHICAGO BOARD OF EDUCATION (Phillips), Chicago		
CHICAGO BOARD OF EDUCATION (Brennan), Chicago		
CHICAGO BOARD OF EDUCATION (Harrison), Chicago		
CHICAGO BOARD OF EDUCATION (Old S. Div. H. S.), Chicago		
CHICAGO, UNIVERSITY OF, Chicago		
<b>INDIANA</b>		
INDIANA UNIVERSITY, Bloomington		
INDIANAPOLIS CHAMBER OF COMMERCE, No. 1, Indianapolis		
INDIANAPOLIS CHAMBER OF COMMERCE, No. 2, Indianapolis		
INDIANAPOLIS CHAMBER OF COMMERCE, No. 3, Indianapolis		
INDIANAPOLIS CHAMBER OF COMMERCE, No. 4, Indianapolis		
INTERLAKEN SCHOOL, Rolling Prairie		
PURDUE UNIVERSITY, West Lafayette		
RICHMOND COMMERCIAL CLUB, Richmond		
ROSE POLYTECHNIC INSTITUTE, Terre Haute		
VALPARAISO UNIVERSITY, Valparaiso		
WARSAW CHAMBER OF COMMERCE, Warsaw		
<b>IOWA</b>		
IOWA A. & M. COLLEGE, Ames		
IOWA, UNIVERSITY OF, Iowa City		
SIOUX CITY HIGH SCHOOL, Sioux City		
DES MOINES COLLEGE, Des Moines		
<b>KANSAS</b>		
FORT HAYS NORMAL SCHOOL, Hays City		
KANSAS STATE AGRICULTURAL COLLEGE, Manhattan		
KANSAS, UNIVERSITY OF, Lawrence		
WESTERN UNIVERSITY (Colored), Quindaro		
<b>KENTUCKY</b>		
KENTUCKY, UNIVERSITY OF, Lexington		
<b>LOUISIANA</b>		
LOUISIANA UNIVERSITY, Baton Rouge		
TULANE UNIVERSITY, New Orleans		
<b>MAINE</b>		
MAINE, UNIVERSITY OF, Orono		
<b>MARYLAND</b>		
MARYLAND STATE AGRICULTURAL COLLEGE, College Park		
<b>MASSACHUSETTS</b>		
FRANKLIN UNION, Boston		
NEWTON SCHOOL BOARD, Newton		
SPRINGFIELD TECHNICAL H. S., Springfield		
TUFTS COLLEGE, Medford		
WENTWORTH INSTITUTE, Boston		
<b>MICHIGAN</b>		
MICHIGAN SCHOOL OF MINES, Houghton		
MICHIGAN AGRICULTURAL COLLEGE, East Lansing		
MICHIGAN, UNIVERSITY OF, Ann Arbor		
<b>MINNESOTA</b>		
DUNWOODY INDUSTRIAL INSTITUTE, Minneapolis		
MINNEOSTA, UNIVERSITY OF (Agri.), St. Paul		
MINNESOTA, UNIVERSITY OF (Eng.), Minneapolis		
<b>MISSISSIPPI</b>		
MISSISSIPPI A. & M. COLLEGE, Starkville		

**MISSOURI**

MISSOURI SCHOOL OF MINES, Rolla  
 MISSOURI, UNIVERSITY OF, Columbia  
 RAHE AUTO SCHOOL, Kansas City  
 ST. LOUIS BOARD OF EDUCATION, St. Louis  
 SWEENEY AUTO SCHOOL, Kansas City  
 WASHINGTON UNIVERSITY, St. Louis

**MONTANA**

MONTANA STATE A. & M. COLLEGE, Bozeman  
 MONTANA, UNIVERSITY OF, Missoula

**NEBRASKA**

NEBRASKA, UNIVERSITY OF, Lincoln

**NEVADA**

NEVADA, UNIVERSITY OF, Reno

**NEW HAMPSHIRE**

DARTMOUTH COLLEGE, Hanover  
 NEW HAMPSHIRE STATE COLLEGE OF  
 A. & M. ARTS, Durham

**NEW JERSEY**

BAYONNE BOARD OF EDUC., Bayonne  
 DICKINSON HIGH SCHOOL, Jersey City  
 ESSEX CO. VOCATIONAL H. S. W. Orange  
 NEWARK BOARD OF EDUC. Newark

**NEW MEXICO**

NEW MEXICO A. & M. STATE COLLEGE

**NEW YORK**

BUFFALO BOARD OF EDUC., Buffalo  
 CLARKSON COLLEGE OF TECHNOLOGY, Potsdam  
 COLLEGE OF THE CITY OF NEW YORK, New York  
 COLUMBIA UNIVERSITY, New York  
 CORNELL UNIVERSITY, Ithaca  
 NEW YORK STATE COLLEGE FOR  
 TEACHERS, Albany  
 NEW YORK UNIVERSITY, New York  
 OSWEGO NORMAL SCHOOL, Oswego  
 ROCHESTER A. & M. INSTITUTE, Rochester  
 SAUNDERS TRADE SCHOOL, Yonkers  
 SYRACUSE UNIVERSITY, Syracuse  
 TROY CENTRAL HIGH SCHOOL, Troy  
 VOCATIONAL SCHOOL FOR BOYS, New York

**NORTH CAROLINA**

NEGRO A. & T. COLLEGE (Colored), Greensboro  
 NORTH CAROLINA COLLEGE OF A. &  
 M. ARTS, W. Raleigh

**NORTH DAKOTA**

NORTH DAKOTA AGRICULTURAL COL-  
 LEGE, Fargo  
 NORTH DAKOTA SCHOOL OF MINES,  
 Grand Forks

**OHIO**

CINCINNATI BOARD OF EDUCATION, Cincinnati  
 CINCINNATI, UNIVERSITY OF, Cincinnati  
 COMBINED NORMAL AND IND. (Colored), Wilberforce  
 MUNICIPAL UNIVERSITY OF AKRON, Akron  
 OHIO MECHANICS INSTITUTE, Cincinnati  
 TOLEDO UNIVERSITY, Toledo

**OKLAHOMA**

OKLAHOMA, UNIVERSITY OF, Norman

**OREGON**

BENSON POLYTECHNIC INSTITUTE, Portland  
 OREGON STATE AGRICULTURAL COL-  
 LEGE, Corvallis

**PENNSYLVANIA**

BOWMAN TECHNICAL SCHOOL, Lancaster  
 CARNEGIE INSTITUTE OF TECHNO-  
 OGY, Pittsburgh  
 ERIE SCHOOL BOARD, Erie  
 LAFAYETTE COLLEGE, Easton  
 LEHIGH UNIVERSITY, South Bethlehem  
 PENNSYLVANIA STATE COLLEGE,  
 State College  
 PITTSBURGH, UNIVERSITY OF, Pittsburgh  
 POLISH NATIONAL ALLIANCE COL-  
 LEGE, Cambridge Springs  
 SPRING GARDEN INST. Philadelphia

**RHODE ISLAND**

RHODE ISLAND STATE COLLEGE  
 PROVIDENCE

**SOUTH CAROLINA**

CLEMSON AGRICULTURAL COLLEGE,  
 SOUTH CAROLINA STATE A. & M. COL-  
 LEGE (Colored), Clemson  
 SOUTH CAROLINA, UNIVERSITY OF,  
 Orangeburg Columbia

**SOUTH DAKOTA**

SOUTH DAKOTA SCHOOL OF MINES,  
 Rapid City  
 SOUTH DAKOTA STATE A. & M. COL-  
 LEGE, BROOKINGS  
 SOUTH DAKOTA, UNIVERSITY OF,  
 Vermillion

**TENNESSEE**

FISK UNIVERSITY (Colored), Nashville  
 MIDDLE TENNESSEE STATE NORMAL,  
 Murfreesboro  
 TENNESSEE POLYTECHNIC INSTITUTE,  
 Cookeville  
 TENNESSEE, UNIVERSITY OF, Knoxville

**TEXAS**

PRairie View Normal, Prairie View  
 TEXAS A. & M. COLLEGE, College Station  
 TEXAS, UNIVERSITY OF, Austin

**UTAH**

UTAH AGRICULTURAL COLLEGE, Logan  
 UTAH, UNIVERSITY OF, Salt Lake City

**VERMONT**

VERMONT, UNIVERSITY OF, Burlington

**VIRGINIA**

HAMPTON INSTITUTE (Colored), Hampton  
 RICHMOND CITY SCHOOL BOARD,  
 Richmond  
 VIRGINIA POLYTECHNIC INST., Blacksburg  
 VIRGINIA, UNIVERSITY OF, Charlottesville

**WASHINGTON**

MODERN AUTO SCHOOL, Spokane  
 WASHINGTON STATE COLLEGE, Pullman

**WISCONSIN**

BELOIT COLLEGE, Beloit  
 WISCONSIN, UNIVERSITY OF, Madison

**WEST VIRGINIA**

WEST VIRGINIA, UNIVERSITY OF,  
 Morgantown



## Appendix G

List of persons engaged with the Committee on Education and Special Training on or before November 11, 1919.

W	Abbett, Emma M.	M	Borst, L. I.
A	Ackermann, Hilda	M	Boyd, Elizabeth J.
V	Addicott, Helen B.	B	Boyd, Kathleen
V	Addicott, J. E.	V	Bozell, H. V.
M	Albert, Lucille M.	M	Bradley, M. J.
B	Albino, Mary M.	C	Breed, C. B.
M	Alderson, Maud L.	V	Bresnahan, E. E.
V	Allingham, Lucille	M	Bridge, Mrs. Fredrika
M	Allison, Carrie E.	T	Bridge, James W.
C	Almstedt, H. B.	M	Briscoe, Major C. H.
C	Almy, F. F.		Brooks, Rosa
V	Anderson, Lorene	W	Brooks, R. P.
A	Angell, J. R.	B	Brougher, Marie
B	Antletz, E. L.	M	Brown, Dr. S. A.
B	Armstrong, Hortense	B	Bubb, Mrs. J. B.
M	Arnold, Lt. Col. H. D.	B	Buchanan, Mary S.
W	Aydelotte, Prof. Frank	M	Buell, Major J. H.
M	Bacon, Leona	M	Buechley, Florence
M	Bailey, Capt. W. E.	B	Burgess, Jeannette
B	Baker, Mrs. T. J.	V	Burghardt, H. D.
	Balding, Edith M.	C	Bugbee, Edward E.
B	Baldwin, Miss E. M.	B	Byrne, Mary H.
C	Barr, Anna F.	C	Caldwell, Hugh H.
B	Barr, Mary C.	C	Campbell, Margaret C.
C	Bartlett, Marj. D.	M	Cardozo, M. W.
B	Batts, Bertha	B	Carey, Thomas F.
C	Beck, E. W.	V	Carman, K. V.
B	Bell, Mrs. M. B.	M	Carnahan, Mrs. A. M.
B	Bennett, Marguerite	A	Capen, Dr. Samuel P.
C	Bird, James P.	V	Carnahan, D. O.
C	Bird, R. M.	M	Carr, Edna
B	Bixler, Mary	B	Carrigan, Jesse H.
C	Black, A. D.	B	Carter, Ada
M	Black, L. E.		Cassell, Daisy I.
M	Blessman, Theodora	C	Castleman, Mary M.
B	Bloodworth, Mildred R.	V	Chase, Julian C.
M	Board, Eileen	V	Clark, F. A.
W	Bogardus, F. S.	M	Clark, Lt. Col. Grenville
V	Boland, F. W.		Clark, J. B.
W	Bonham, M. L.	V	Coles, Mrs. E. M.
T	Bonney, Robert B.	T	Collicott, J. G.
T	Book, Wm. F.	B	Collins, Adelaide

Note:

A—Advisory Board  
 B—Business Department  
 C—College Section

M—Military Department  
 T—Division of Educational Tests  
 V—Vocational Section  
 W—War Aims Section

V	Collyer, Norman	M	Extrom, Clara
B	Commers, Leanore	V	Extrom, Mildred
A	Condon, Randall J.	B	Faasfe, H.
V	Conner, S. L.	V	Ferris, C. W.
B	Converse, H. S.	V	Field, W. S.
V	Converse, Dorothy B.	B	Fielding, Gert. R.
B	Conway, Eunice	C	Fife, Robert H.
	Cook, H. H.	C	Fisher, Anna E.
B	Cooley, E. G.	C	Fisher, Eliz. E.
C	Cooley, Mortimer E.	B	Fisher, F. R.
B	Cooper, Wm. J.	V	Fitzgerald, Mrs. Grayce
V	Corcoran, T. M.	B	Floerke, Alma L.
T	Cox, Prof. H. W.	M	Floerke, Edna
V	Croft, Terrill	C	Ford, Lester R.
V	Crolius, Lacy		Floren, Louise
M	Crosby, Willye	C	Fountain, C. R.
B	Crosier, Loula	A	Fraser, Marg. T.
B	Cross, Nanna G.	A	Frayne, Hugh
M	Cullerr, Etalka	B	Frazier, Fred. B.
M	Curry, Beatrice	B	Freedman, Julia
V	Daggett, P. H.		Friel, Kath. M.
B	Dallas, R. E.	B	Freund, Camille E.
	Damon, L. T.	B	Frisbee, Vivian V.
M	Dansereau, Clara W.	M	Frothingham, Maj. R. H.
B	Danis, Daisy		Frye, Dorothy
V	Dayhuff, Reta		Furlong, H. W.
B	Delaney, Vida	M	Fury, Marie
B	DeMarcus, Grace	B	Gallaher, Flora
B	Diab, Mrs. Edna R.	V	Gebhardt, L. N.
T	Dickson, Virgil E.	B	Gideon, S. C.
V	Dieckman, W. H.	V	Givens, Fanny
A	Dietz, J. W.	V	Givens, H. C.
C	Dodge, Raymond	V	Goodrich, Wallace
V	Dooley, C. R.	C	Graham, Edw. K.(Dec.)
B	Doty, H. B.	B	Grone, Eleanor S.
V	Doughty, C. H.	C	Grant, D. L.
M	Drews, Alma	B	Gray, W. R.
B	Dudley, H. M.	B	Graves, Marian
M	Duell, Helen	C	Greer, V. K.
V	Dunlap, Calvin H.	V	Gregg, Ida
C	Duval, E. P. R.	B	Gregory, Dollie E.
	Dwight, Eliz.	C	Gregory, H. E.
M	Ellis, J. R.	V	Griggs, Hazel
C	Elliott, Edward C.	M	Grobe, Ida
B	Emerich, Fred. E., Jr.	C	Guilday, Rev. Peter
B	Emerson, K. B.	B	Guy, Mrs. M. E.
B	Enyeart, Ruth	B	Habbe, Edith
V	Evans, Fred. H.	M	Hagan, Wilhemina
	Everett, Ella		Hand, Jno. M.
C	Espenshade, A. H.	M	Heagy, Elizabeth

B	Hall, Agnes	C	Jones, E. D.
B	Haley, Curtis B.	V	Jones, Helen M.
B	Hall, Edward K.	V	Jones, R. A.
B	Hall, Henry B.	V	Johnson, Sidney
B	Hall, Sallie Drew	V	Jordan, A. L.
M	Halsey, Geo. D.	M	Jordan, A. M.
W	Hamilton, J. G. De R.	M	Joy, Maj. J. S.
B	Hamilton, Mrs. Laura	B	Kane, Nora
B	Hancock, Lydia	B	Keir, Malcolm
B	Hanson, Frank	T	Kelley, Truman L.
T	Harding, C. Francis	M	Kent, W. A.
	Harris, Charlotte	B	Ketcham, Ruth M.
B	Harris, F. J.	M	King, Mrs. C. G.
B	Hartford, Ernest	T	King, Leo H.
V	Harnett, E. E.		Knight, E. W.
C	Haskell, M. W.		Knox, Agatha
C	Haskins, C. H.	T	Kohlrausch, Dorethea
V	Hatt, W. K.	B	Kolbe, Frank F.
	Hawley, Ruth	C	Koos, Leonard V.
V	Hayes, Lt. R. S.	V	Ladd, W. M.
T	Heck, W. H.	B	Lally, F. J.
V	Helfrich, H. J.	B	Lamb, Francis P.
M	Helm, Lt. Chas. A.	M	Lambert, Lt. P. J.
C	Hicock, Estelle		Lang, Nell W.
B	Hiestand, Edgar W.	B	Lang, F. R.
C	Hill, A. Ross	B	Lantell, Catherine
B	Hilton, Henry H.	C	Lantman, E. E.
	Hobson, A. W.	V	Leavell, Capt. R. A.
W	Hocking, W. E.	M	Leeming, Capt. J. H.
V	Hoke, G. W.	B	Lee, Grace
C	Holmes, Henry W.	B	Lee, Lizzie
	Holroyd, Fred	V	Le Favour, R. M.
	Hood, Clara A.	C	Lambeth, Dr. Wm. A.
B	Hoppe, Dora	B	Leonard, Hera M.
M	Howe, Mrs. V. C.	C	Leonard, Johathon
M	Hudgins, Mrs. E. S.	B	LeRoy, Ida B.
M	Huey, Lt. G. W.	C	Lester, C. E.
C	Hughes, Raymond M.	V	Lewis, E. E.
B	Hull, Dorothy	M	Lewis, Helen M.
M	Hulbert, Harriett	M	Lewis, Maj. T. K.
B	Hunnewell, F. W.	M	Lingley, C. R.
M	Hunter, Mrs. Madge	M	Lindenkohl, Josephine
	Hutchins, Irene	B	Lingelbach, W. E.
C	Inglis, Alexander J.	B	Lipscomb, Mary
C	Isaacs, Charles A.	B	Lloyd, Mrs. H.
M	Isakson, N. M.	M	Lockwood, Ida
C	James, A. C.	A	Lough, W. H.
B	Jamieson, Grace	V	Luscomb, H. H.
V	Jansky, C. M.	V	Lynch, Francis G.
B	Jenkins, Linda	C	McCracken, J. H.

C	McConaghy, Mrs. M.		Norwood, Myrtle
W	McCulloch, A. J.	W	Notestein, Wallace
M	McDonald, E. D.	C	Nudd, Capt. Howard W.
M	McDonald, Grace	W	Olds, Leland
M	McDonald, Mary C.	M	Orr, Gertrude
C	McKibben, F. P.	M	Orton, Major Wm. R.
V	McNally, Margaret		O'Sullivan, Anne
C	MacLaurin, Dr. R. C.	B	O'Toole, Mary V.
	MacKenzie, Isabelle		Pacovici, Sadie
T	Maddox, Ada M.	M	Parks, Ruth A.
V	Maphis, C. G.	M	Parham, Lt. W. W.
A	Maffett, L. H.	C	Parsons, G. K.
C	Mann, Dr. C. R.	C	Payne, Bruce R.
B	Marshall, Marie	C	Pearson, Henry G.
C	Martin, Ivah	A	Pearson, R. A.
V	Martin, Helen G.	M	Peer, Major Sherman
C	Mathewson, F. E.	C	Pegram, Geo. B.
C	Matheson, K. G.	C	Pepper, Steven C.
C	Matthews, E. J.	C	Perkins, Paul F.
W	Mead, G. H.		Perrizo, Gladys
M	Meade, Richard J.	M	Perry, Major R. B.
C	Meras, Maj. A. A.	M	Pero, Mrs. H. T.
B	Meredith, A. B.	W	Perry, W. H.
B	Mertz, Thelma	B	Phillips, J. D.
B	Michas, B.	V	Phelps, Edwin
B	Miller, Carol	V	Phenix, George P.
C	Miller, Esther		Pilgrim, Mrs. Ella
C	Miller, G. A.	M	Pope, Sadie
M	Milner, Frank D.	B	Postlethwait, A. G.
B	Mitchell, Maj. R. J.	V	Potter, A. A.
W	Moody, Francis	B	Potts, Charlotte T.
W	Moore, Clifford H.	M	Powell, Mrs. Mazie
W	Moore, Fred T.	V	Pratt, Jas. A.
B	Moore, John W.	V	Preissig, Vojtech
B	Moreland, Mrs. Annie	B	Proctor, Lucille
B	Motley, E.	B	Prophet, W. B.
M	Mulford, Capt. Joseph	B	Pugh, Helen E.
W	Mundell, Mrs.	B	Querry, Florence P.
C	Munro, Major W. B.	B	Ramsey, Olive
B	Murphy, Agnes	B	Ramer, Mrs. G. B.
C	Murphy, Cyril R.	V	Ranck, Dr. E. M.
M	Murray, Margaret	V	Randall, J. A.
C	Murray, Catherine		Rannels, B. N.
B	Nelson, Zella	B	Rathe, Miss Mary M.
V	Newby, E. R.	B	Read, Mary
V	Newman, Mildred E.	B	Read, Etta
C	Nichol, Pansy E.	B	Read, Gladys
C	Nicholson, Edward E.	M	Rees, Gen. R. I.
C	Nicholson, F. W.		Reitell, Chas.
T	Norris, Gertrude	B	Reidy, M. F.

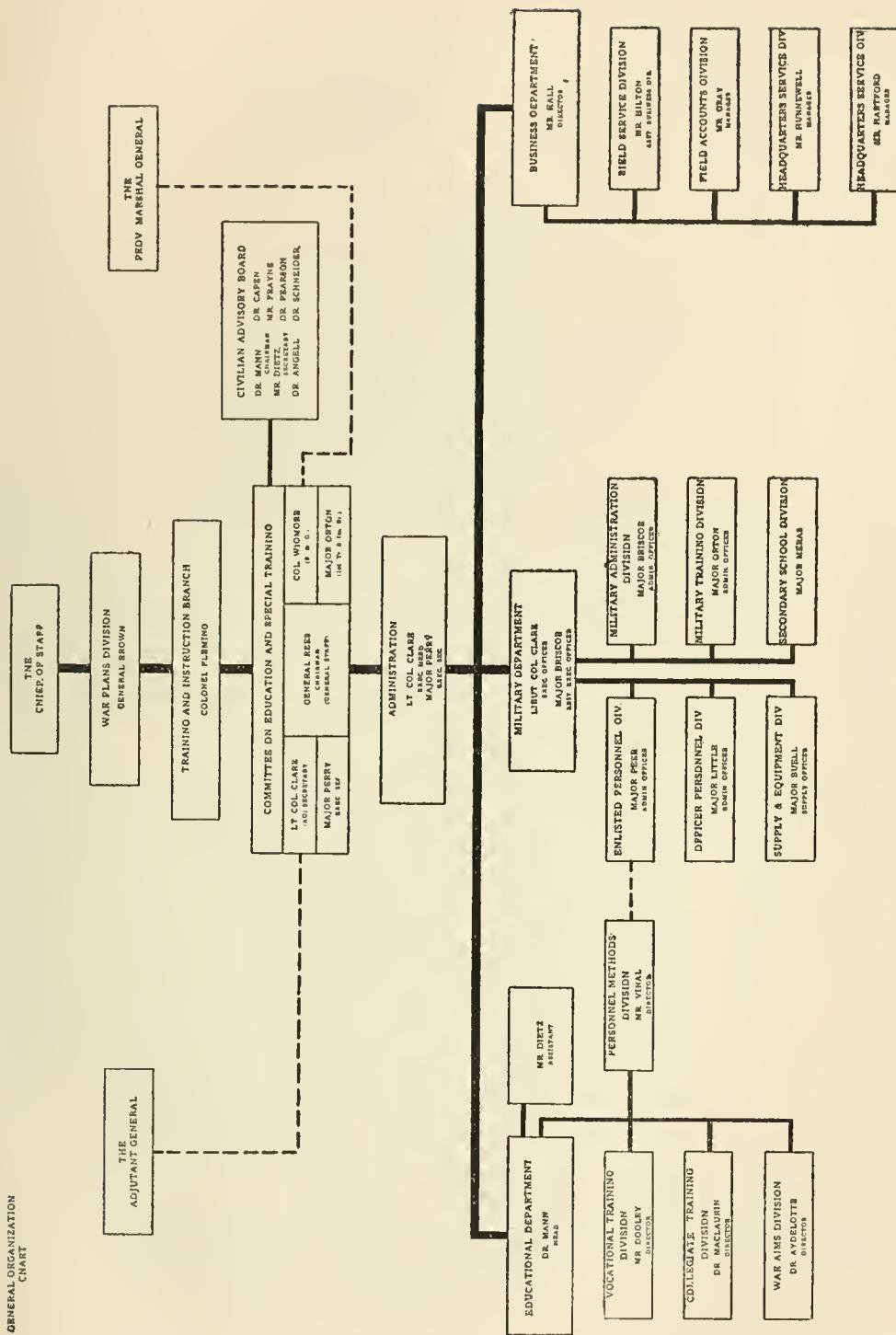
M	Reinhart, Louise	C	Skillman, D. B.
A	Reymond, Mrs. Jessie C.	M	Slaalien, Anna
C	Richmond, Charles A.	V	Smiley, Paul H.
C	Richmond, Francis C.	B	Smith, C. B.
	Riegel, Jno. W.	B	Smith, Andrew H.
M	Riley, Capt. J. B.	B	Smith, M. Rena
W	Riker, Prof. T. W.	V	Smith, R. R.
V	Ritter, Paula	C	Smyser, W. E.
	Robins, Emily J.	B	Snover, Mrs. B. M.
W	Robinson, E. E.	M	Somers, A. L.
B	Robinson, Florence M.		Somerville, E. L.
C	Robinson, Philip E.	M	Sotherland, M.
B	Robinson, Viola M.		Spawn, Luta
T	Roemer, Joseph	V	Spelman, Timothy M.
	Roling, Norma	C	Spence, M. L.
C	Root, Ralph E.	B	Stanhope, Bessie F.
C	Ropes, James H.	B	Stein, Beatrice C.
	Ross, Daisy	M	Steel, Mrs. Elsie
V	Roy, L. A.	M	Sterling, Gladys
B	Roy, Rosa B.	B	Stevenson, W. F.
V	Russell, W. B.	M	Stevenson, Isabelle
T	Ryan, H. H.	M	Steward, G. S. B.
T	Sackett, Robert L.	B	Stewart, Fred.
C	Sage, Mrs. Mary S.	C	Stillman, J. M.
B	Salier, E. A.		Stocks, Arthur
B	Sakrison, C. A.	B	Stofels, Clara B.
B	Saunders, Marian	C	Stout, S. E.
	Schaufler, Rose	C	Swan, Thomas W.
A	Schneider, Herman	C	Swartzel, Karl
B	Schwenson, Louise		Tabler, Mrs. L. V.
M	Schoor, Captain	B	Tag, Florence
C	Scott, Austin W.	T	Tanner, Corine
B	Seavey, Fred. W.	C	Tarbell, Arthur W.
B	Selvidge, R. W.	B	Tarrant, Ellen
	Semelbeck, Emma L.	C	Taylor, Mary M.
V	Seward, Doris	W	Tatlock, J. S.
V	Shane, A.	C	Telleen, Ruth
B	Shaunessy, Leo	M	Terry, Bert
B	Shaw, Margaret	T	Terman, Lewis M.
B	Shaw, Anna M.	B	Thomas, Mrs. Gladys
C	Shaw, Wilford B.	M	Thompson, Maj. F. H.
M	Sheerine, M. E.	T	Thornburg, Z. C.
V	Shelby, J. G.	T	Thorndike, Edw. L.
	Sheldon, W. W.	B	Tillett, Bessie
V	Shepherd, F. H.	M	Timberlake, Mary Ben
B	Sherman, Mary	V	Timbie, W. H.
	Sherwood, K. B.	M	Tolbert, Major B. A.
	Shotwell, Prof. Jas.	B	Tolson, Clyde A.
	Sieber, Anton	B	Tolson, Hillory A.
B	Shugrue, Martin J.		Trekell, Alice

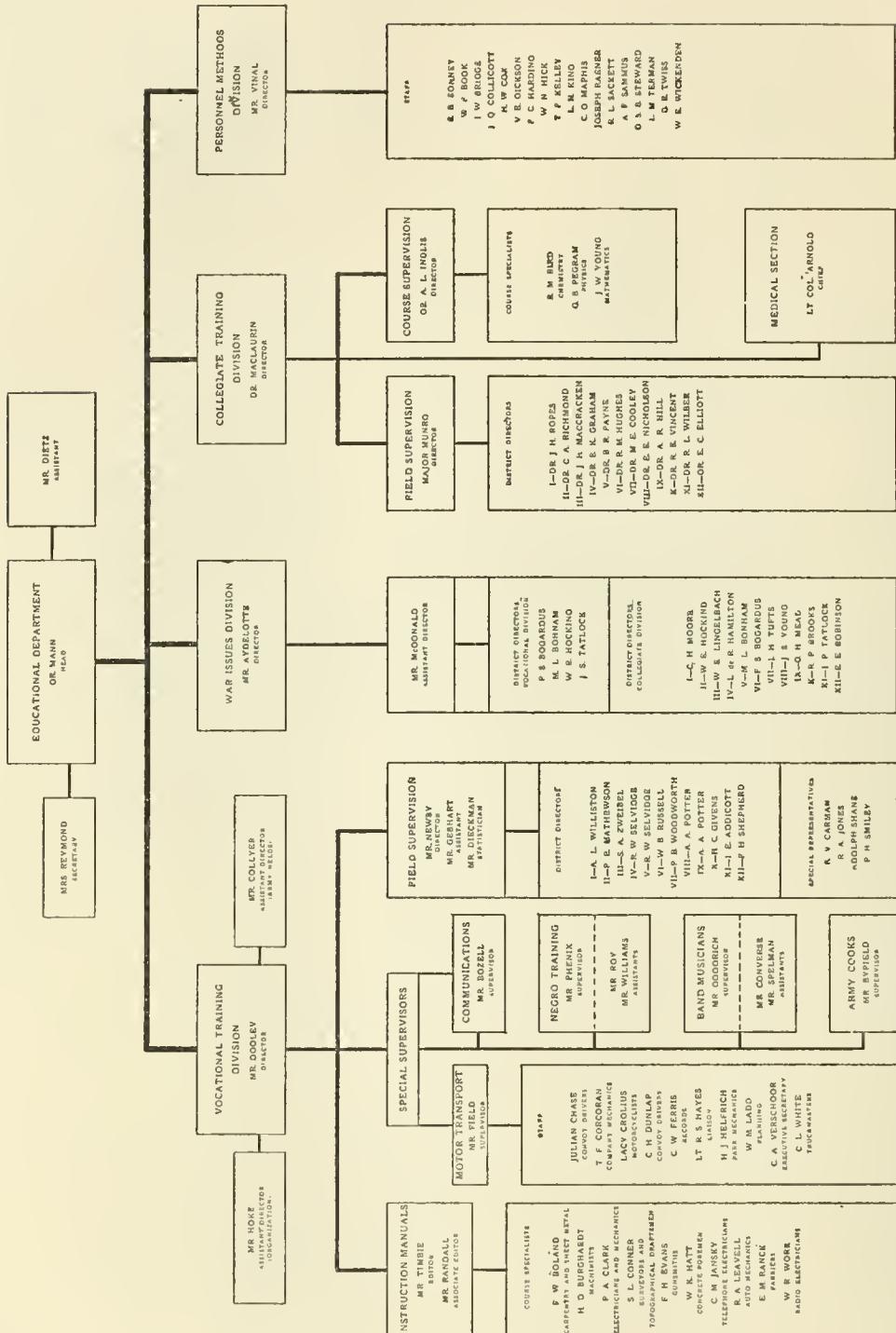
APPENDICES

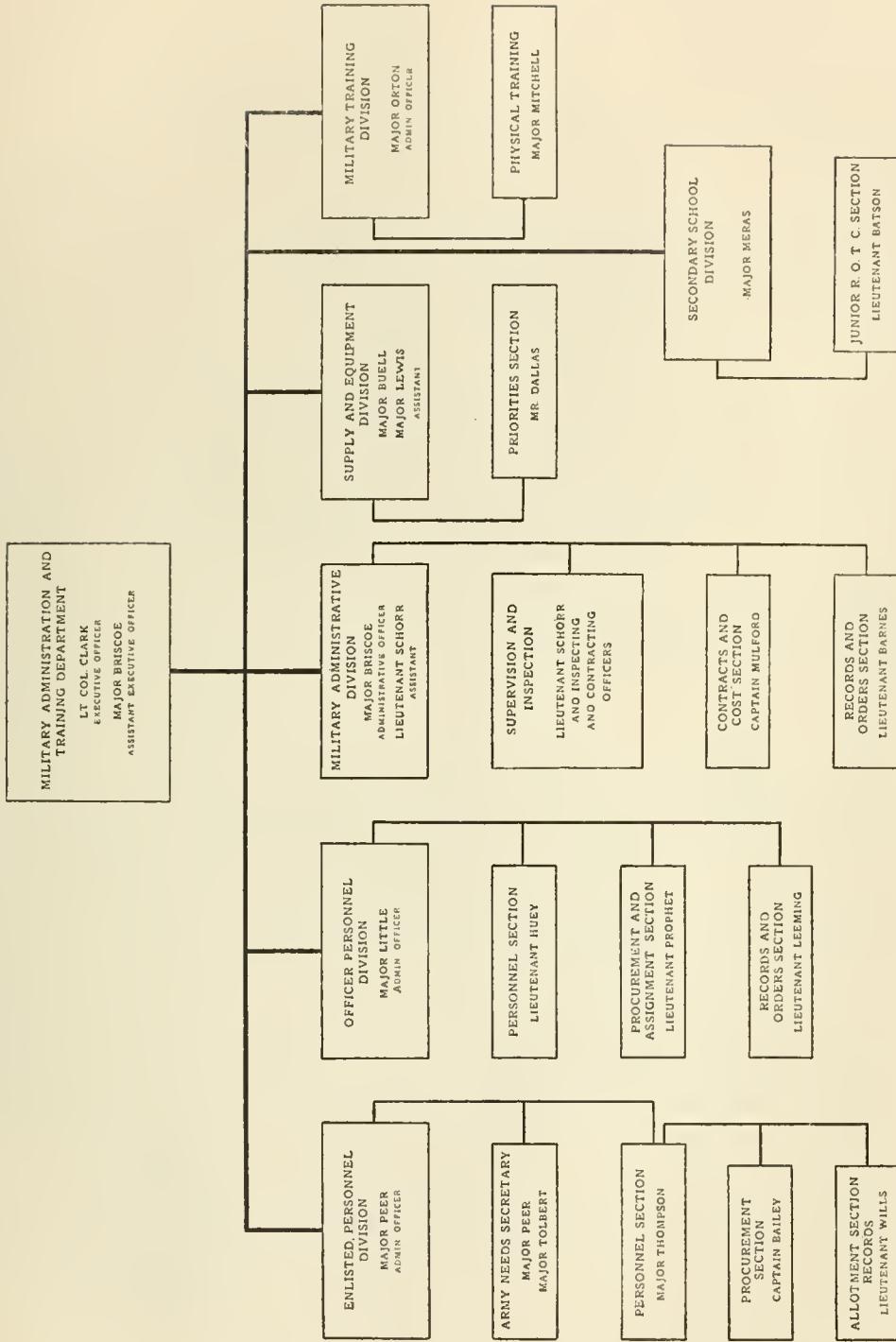
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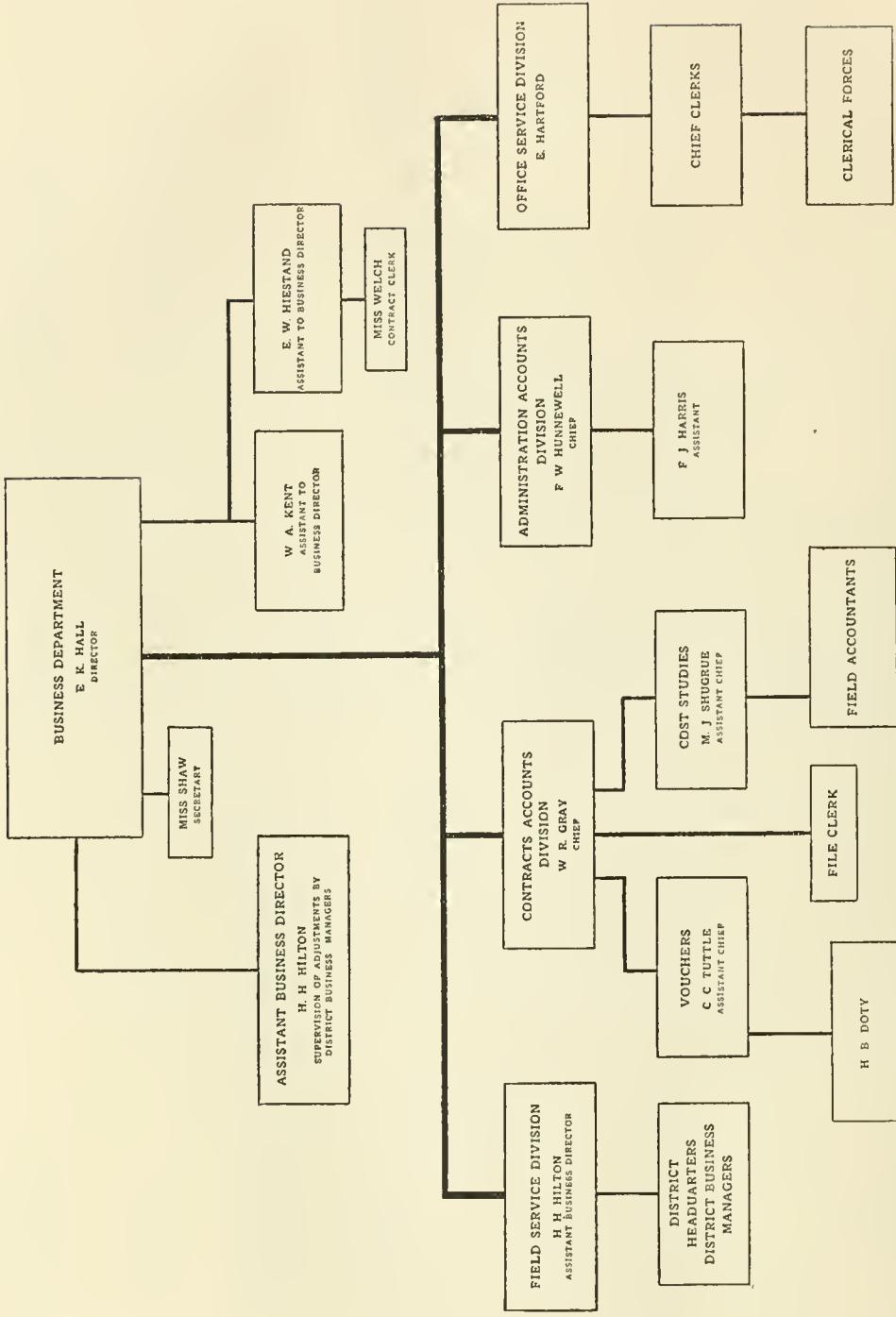
W	Tufts, J. H.	T	Wickenden, Wm. E.
C	Turneaure, F. E.	B	Widen, Hilda C.
B	Tuttle, Charles C.		Wieman, Bess
T	Twiss, Geo. R.	M	Wigmore, Col. J. H.
B	Van Dyke, Mrs. M.	C	Wilbur, Ray L.
V	Verschoor, C. A.	V	Will, Horace R.
T	Vinal, A. C.	V	William, W. T. B.
C	Vinson, R. E.	V	Williston, A. L.
B	Von Eiff, Mildred	V	Wilson, Alta
	Walker, H. L.	W	Wingback, Mary D.
	Walker, Hazel Moore		Wolford, Mrs. Florence
C	Walker, J. C.	B	Woodward, Bessie
B	Walker, T. R.	V	Woodworth, P. B.
C	Walsh, Edmund A.	C	Woodworth, L. M.
C	Walster, H. L.	M	Woody, Lieut. McI.
B	Walton, Ione	V	Work, W. R.
	Wardlaw, J. C.	M	Wood, Leona
V	Warner, Gladys	T	Wright, Charles
B	Weaver, Elizabeth	C	Wright, Joseph
B	Welsh, Marie Scott		Wright, Mae
M	Wells, Lois		Yocum, Effie
M	Wells, M.	W	Young, J. S.
C	Wendell, G. V.	M	Young, Helen
B	Whaley, Camille		Zeigel, W. H.
B	Wheeler, Orville (dec.)	C	Zinger, H. E.
V	White, C. L.	M	Zweibel, Olive W.
M	Webb, Bonnie E.	V	Zweibel, S. A.
C	Whitefield, Jay	V	

GENERAL ORGANIZATION  
CHART









## Appendix H

Washington, September 24, 1918.

### ADMINISTRATION MEMO. NO. 16

#### I. GENERAL

1. Naval and Marine Sections of the Students' Army Training Corps have been authorized at certain designated institutions, which are listed herein.
2. Commanding Officers of Students' Army Training Corps units will exercise tact and discretion in unusual situations which may arise through the necessity of administering in one command detachments of enlisted men assigned to the Army, the Navy and to the Marine Corps.
3. While the Naval and Marine Corps Sections will be under the general command of the Army officer assigned as commanding officer of the Students' Army Training Corps unit, Naval and Marine Corps officers and noncommissioned officers assigned to institutions where Naval or Marine Corps Sections are authorized, will attend to matters of administration, and discipline and training pertaining to their enlisted personnel.
4. If the Navy and Marine Corps representatives have not arrived by October 1st at institutions where Naval or Marine Corps sections have been authorized the commanding officer will so notify the Committee without delay.

#### II. MARINE CORPS SECTIONS

1. Marine officers and noncommissioned officers, if practicable, will be detailed to all colleges which have been assigned quotas of students for the organization of Marine Sections in the Students' Army Training Corps. Marine officers thus detailed will be charged with the duties of the administration, training, and discipline of the Marine Sections.
2. At institutions where no Marine officer is detailed in command of the Marine Section of the Students' Army Training Corps, the commanding officer of the Students' Army Training Corps will be the representative for the Marine Corps.
3. The Marine Section will follow, in general, the same course of instruction and training as outlined for the Students' Army Training Corps by the War Department in directions to commanding officers of the Students' Army Training Corps.
4. The Marine Section shall be subject to orders of the commanding officer in matters of discipline. It is expected that the officer in charge of the Marine Section and the commanding officer of the Students' Army Training Corps will cooperate to the fullest extent in all matters concerning discipline and routine of instruction.
5. Members of the Marine Section will receive the pay, commutation of

quarters, rations, heat, and light allowances as prescribed for enlisted men of the Marine Corps. They will be messed and quartered with the Students' Army Training Corps or in such manner as the commanding officer shall prescribe. From their pay and allowances, they will pay for their lodging, subsistence, and tuition. Such payments will be based on the per diem rate contained in contract between the Army and the institution.

6. The members of the Marine unit will be in the status of enlisted men of the Marine Corps and will wear the prescribed uniform of their rank. Uniforms and clothing will be obtained from the nearest depot of supplies, recruiting station, or marine barracks.

7. All rifles and military equipment will be issued to the Marine Section by the Commanding Officer of the Students' Army Training Corps.

8. The accounts and service records of members of Marine Corps Sections will be kept by the Marine officer in charge at the institution where the Marine Section is located.

9. Students eligible for induction (see Administration Memo. No. 9) who desire to enroll in the Marine Section of the Students' Army Training Corps at the institutions which have been assigned Marine Sections will make application to the Marine officer in charge or the Marine representative at the respective institutions for voluntary induction into the Marine Corps.

10. The educational prerequisite for all applicants desiring to be inducted into the Marine Corps at the designated institutions is the presentation of conclusive proof to the Marine officer in charge showing that their academic standing is that of sophomore, i.e., they must have successfully completed one year of standard collegiate work.

11. Prior to October 1st, medical officers of the Navy and the officers in charge of the Marine Sections will examine applicants as to their physical and educational qualifications. The final decision in regard to an application for induction into the Marine Section will rest with the Marine officer in charge. The decision will rest with the representative of the Marine Corps, in the absence of the Marine officer in charge.

12. The number of students inducted into the Marine Section will not exceed the quota assigned the institution without permission from Headquarters, Marine Corps, transmitted through the Committee on Education and Special Training.

13. In the following institutions Marine Sections of the Students' Army Training Corps will be organized:

	Strength of Marine Unit
Leland-Standard, Jr., Univ.	110
Georgia School of Technology	100
Harvard University	120
University of Minnesota	110

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Cornell University	170
University of Washington	160
University of Texas	100
Yale University	100
University of Kansas	140
University of Wisconsin	190
Virginia Military Institute	100
University of North Carolina	100

14. Judging from reliable information of the probable number of students who will apply for enrollment, it is evident that the list of institutions and the strength of the quotas assigned to each will have to be revised from time to time.

### III. NAVAL SECTION

1. At institutions where no Naval officer is on duty in command of the Naval Section of the Students' Army Training Corps, the commanding officer of the Students' Army Training Corps will be the Navy Department's representative. All members of the Naval Section will be subject to the routine established by the commanding officer of the Students' Army Training Corps, and they shall attend all military drills and exercises, subject to the orders of the commanding officer.

2. The commanding officer shall supervise the course of instruction and shall submit such reports and recommendations as the Navy Department may request from time to time. Prior to October 1st, a representative of the Navy Department will be present at the institution for the purpose of making the necessary arrangements with the commanding officer and the college authorities in order to be prepared to enroll the Naval Section on October 1st. The account and service records shall be kept by the Commandant of the Naval District in which the institution is located.

3. Students enrolled in the Navy will receive clothing outfits from the Naval District Commandant. The District Commandant will handle this in a manner similar to the methods already in use for the care of men on detached duty.

4. In matters of discipline members of the Naval Section shall be subject to all orders of the commanding officer. Minor infractions of the regulations of the unit may be punished in the usual manner, by restriction of privileges, etc. Serious infractions of the Naval regulations shall be reported to the Commandant of the Naval District for action.

5. Members of the Naval Section will wear the uniform of their rating in the Navy.

6. There are a few members of the Naval Reserve who, by former regulations are permitted to continue their studies in college until graduation. These Reservists are required to join the Naval Section of the Students'

Army Training Corps, and shall be subject to the same regulations promulgated for the control of students voluntarily inducted into the Navy on October 1st under this memorandum.

7. The Navy Department will not make contracts with the institutions but will give the members of the Naval Section of the Students' Army Training Corps an allowance sufficient to cover the cost of the men's lodging, subsistence and tuition. This allowance shall be based on the per diem rate contained in the contract between the Army and the institution.

8. Students eligible for induction (See Administration Memo. No. 9) desiring to enroll in the Naval Section of the Students' Army Training Corps at the specified institutions which have been assigned Naval quotas, shall make application to the Navy Department representative, present at the institution, for voluntary induction into the Navy.

9. Application shall be considered in the order in which filed and applicants shall, upon satisfactorily meeting the physical requirements for entry in the Navy, on October 1st be voluntarily inducted into the Naval Reserve Force as Apprentice Seamen. An enrolling officer of the Navy will be present at the institution prior to October 1st for the purpose of perfecting arrangements for making the induction on October 1st, 1918, in accordance with the regulations agreed upon by the War Department and Navy Department. The number inducted in any institution shall not exceed quota assigned to the institution, without the permission of the Navy Department.

10. Students inducted into the Reserve Force, shall be placed on active duty pay and shall be allowed a sufficient sum to pay the cost of their lodging, subsistence and tuition, but this allowance shall not exceed two dollars per day. This allowance shall be at the same per diem rate as contained in the contract in existence between the institution and the War Department. The Naval Reservist students will make their own arrangements with the institution as the Navy Department will not enter into contracts with the institutions.

11. At institutions where there is no Naval officer, the representative of the Navy Department shall be the Army officer in command.

12. The curricula for the Naval Section students shall be based on a term of three months similar to that followed by the Students' Army Training Corps, and shall be preparatory for the line; and basic engineering courses shall be established to meet the engineering needs of the Navy. Instructions as to curricula will be issued by the Navy Department, through the Committee on Education and Special Training of the War Department, from time to time.

13. The following institutions are assigned quotas for the strength of the Naval Section of the Students' Army Training Corps. As these institutions

are selected and quotas are assigned from estimates of the probable enrolled student body it is evident that the list will have to be adjusted from time to time when reliable information becomes available. The quota shall in no case be exceeded except by special permission of the Navy Department transmitted through the Committee on Education and Special Training.

ALABAMA	University of Alabama, University, Ala.	50
CALIFORNIA	Leland Stanford Junior University, Stanford University, Cal.	100
	University of California, Berkeley, Cal.	500
	University of Southern California, Los Angeles, Cal.	100
COLORADO	University of Colorado, Boulder, Col.	60
	University of Denver, Denver, Col.	50
CONNECTICUT	Yale University, New Haven, Conn.	600
DISTRICT OF COLUMBIA	Georgetown University, Washington, D. C.	100
	George Washington University, Washington, D. C.	50
FLORIDA	University of Florida, Gainesville, Fla.	50
GEORGIA	Georgia School of Technology, Atlanta, Ga.	150
	Emory University, Atlanta, Ga.	50
	University of Georgia, Athens, Ga.	100
ILLINOIS	Armour Institute of Technology, Chicago, Ill.	50
	Northwestern University, Evanston, Ill.	100
	University of Illinois, Urbana, Ill.	400
	University of Chicago, Chicago, Ill.	200
INDIANA	Indiana State University, Bloomington, Ind.	50
	Purdue University, Lafayette, Ind.	200
	University of Notre Dame, Notre Dame, Ind.	100
IOWA	University of Iowa, Iowa City, Iowa	100
	Iowa State College of A. & M., Ames, Ia.	100
KANSAS	University of Kansas, Lawrence, Kansas	200
KENTUCKY	State University of Kentucky, Lexington, Ky.	200
LOUISIANA	Louisiana State University, Baton Rouge, La.	50
	Tulane University, New Orleans, La.	50
MAINE	University of Maine, Orono, Maine	50
	Bowdoin College, Brunswick, Maine	50
MARYLAND	Johns Hopkins University, Baltimore, Md.	50
MASSACHUSETTS	Boston University, Boston, Mass.	50
	College of the Holy Cross, Worcester, Mass.	60
	Harvard University, Cambridge, Mass.	400
	Mass. Institute of Technology, Cambridge, Mass.	400

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	Worcester Poly. Inst., Worcester, Mass.	50
	Williams College, Williamstown, Mass.	50
	Tufts College, Tufts, Mass.	100
<b>MICHIGAN</b>	Michigan Ag. College, East Lansing, Mich.	50
	University of Detroit, Detroit, Mich.	50
	University of Michigan, Ann Arbor, Mich.	500
<b>MINNESOTA</b>	University of Minnesota, Minneapolis, Minn.	100
<b>MISSISSIPPI</b>	Mississippi A. & M. College, Starkville, Miss.	100
<b>MISSOURI</b>	St. Louis University, St. Louis, Mo.	50
	University of Missouri, Columbia, Mo.	150
	Washington University, St. Louis, Mo.	50
<b>NEBRASKA</b>	University of Nebraska, Lincoln, Neb.	150
<b>NEW HAMPSHIRE</b>	Dartmouth College, Hanover, N. H.	50
	New Hampshire College, Durham, N. H.	50
<b>NEW JERSEY</b>	Princeton College, Princeton, N. J.	250
	Stevens Institute of Technology, Hoboken, N. J.	200
<b>NEW YORK</b>	Colgate University, Hamilton, N. Y.	50
	College of the City of N. Y., N. Y.	200
	Pratt Institute, Brooklyn, N. Y.	50
	Rensselaer Poly. Inst. Troy, N. Y.	100
	Syracuse University, Syracuse, N. Y.	150
	University of Buffalo, Buffalo, N. Y.	50
	Columbia University, New York, N. Y.	300
	Cornell University, Ithaca, New York	150
	Fordham University, New York, N. Y.	50
<b>NORTH</b>	N. Carolina State College, W. Raleigh, N. C.	50
<b>CAROLINA</b>	The University of N. Carolina, Chapel Hill, N. C.	50
<b>OHIO</b>	Case School of Applied Science, Cleveland, O.	80
	Ohio Northern University, Ada, O.	50
	Ohio University, Athens, Ohio	50
	Ohio State University, Columbia, O.	50
	University of Cincinnati, Cincinnati, O.	100
	Western Reserve University, Cleveland, O.	100
<b>OKLAHOMA</b>	University of Oklahoma, Norman, Okla.	80
<b>OREGON</b>	Oregon Agriculture College, Cornwallis, Ore.	100
	University of Oregon, Eugene, Ore.	50
<b>PENNSYLVANIA</b>	Carnegie Institute of Technology, Pittsburgh, Pa.	150
	Lafayette College, Easton, Pa.	50
	Lehigh University, S. Bethlehem, Pa.	60
	Pennsylvania State College, State College, Pa.	200
	University of Pennsylvania, Philadelphia, Pa.	500
	University of Pittsburgh, Pittsburgh, Pa.	100

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APPENDIX HIII

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RHODE ISLAND	Brown University, Providence, R. I.	200
SOUTH CAROLINA	Clemson College, Clemson College, S. C.	70
TENNESSEE	University of Tennessee, Knoxville, Tenn.	50
TEXAS	Baylor University, Waco, Tex.	100
	Texas A. & M. College, College Sta., Tex.	100
	University of Texas, Austin, Texas	150
VERMONT	University of Vermont, Burlington, Vt.	50
VIRGINIA	University of Virginia, University, Va.	50
	Virginia Polytechnic Institute, Blacksburgh, Va.	50
WEST VIRGINIA	West Virginia University, Morgantown, W. Va.	60
WASHINGTON	University of Washington, Seattle, Wash.	700
	Washington State College, Pullman, Wash.	60
WISCONSIN	Marquette University, Milwaukee, Wis.	60
	University of Wisconsin, Madison, Wis.	300

By direction of the Committee:

CHESLEIGH H. BRISCOE,  
Major, Inf., U. S. A.,  
Ass't. Executive Officer.



## **Appendix I**

### **CURRICULA**

The following instructions and suggestions are transmitted to educational institutions maintaining collegiate sections of units of the Students' Army Training Corps for their guidance and consideration:

#### **INTRODUCTORY**

1. The reorganization of curricula to meet the requirements of war training is obviously a problem which requires a period of constructive experimentation at educational institutions, in close cooperation with the War Department. It is not the War Department's desire to prescribe for each and all of the several hundred approved educational institutions a rigid and fixed curriculum, drawn without reference to the varying facilities and resources of these institutions.

On the other hand a certain amount of prescription is imperative for the reason that members of the Students' Army Training Corps units at all educational institutions must be prepared to meet specific and uniform army tests and requirements.

The suggestions contained in this circular are therefore to be regarded as tentative only, and subject to change as need may dictate. A general conformance to the tenor of the suggestions is advised, but this policy should not be permitted to deaden the initiative of the individual institution or its teachers.

#### **CURRICULUM**

2. The curriculum of each institution should be worked out by its Faculty under the conditions stated below.

#### **TERMS**

3. All curricula are to be based on quarterly courses with terms of 12 weeks each, including examination periods. It is desirable that each term be a unit in itself, as students of appropriate age may be withdrawn at the end of any term.

#### **TEACHING STAFF AND METHODS OF INSTRUCTION**

4. The large number of incoming students and the shortness of their stay in college make it of the utmost importance to use all available teaching power efficiently and economically. In most of the essential and allied subjects it will be necessary to form a large number of small sections with the co-operation of teachers whose subjects are temporarily omitted or depleted. It may also be necessary to omit subjects in which the attendance falls be-

low a certain limit. With due regard to the provisions of paragraph 5 below, care should be taken that the instruction is so planned as to distribute the load which must come upon individual departments and teachers, thus avoiding a "peak load" at any point.

#### PROGRAMS OF STUDENTS ACCORDING TO AGE GROUPS

5. As students who have reached the age of 20 (on September 12, 1918), whether previously in college or not, may have but a single term of twelve weeks in college, they should devote practically their entire time to the essential subjects listed in accordance with special Programs A, B, C, D, E below.

As students who have reached the age of 19 (on September 12, 1918), whether previously in college or not, may have two terms of twelve weeks in college, they should complete the essential subjects in two terms.

For all other students, whether previously in college or not, curricula should be prepared so that the essential subjects may be distributed over three terms. The remaining time will be available for such additions from the list of allied subjects as may be selected by their respective educational institutions.

So far as the necessary emphasis on age brings students of different academic maturity into the same subjects, some variation of treatment may be necessary and it is suggested that this be provided for in the arrangement of the sections mentioned in paragraph 4 above.

#### ALLIED SUBJECTS

6. The allied subjects which may be taught by educational institutions and from which election may be made by members of the Students' Army Training Corps are as follows: English, French, German, Italian, Mathematics, Physics, Chemistry, Biology, Psychology, Geology, Geography, Topography and Map Making, Meteorology, Astronomy, Hygiene, Sanitation, Descriptive Geometry, Mechanical and Freehand Drawing, Surveying, Economics, Accounting, History, International Law, Military Law, and Government.

Permission may be granted for the recognition, as an allied subject, of not more than one subject outside the above list provided that it occupies not more than three hours per week in lectures and recitations with corresponding time for study.

Not all of these allied subjects are required or expected to be taught at every educational institution. Each institution, in making a selection of allied subjects to be taught, should choose only those which it is fully equipped to offer.

Some allied subjects, it should be noted, are required subjects in certain program of study indicated below.

**ESSENTIAL SUBJECTS**

7. The following subjects (in addition to the prescribed military instruction) should be included in the program of every member of the Students' Army Training Corps who is preparing to become an infantry or artillery officer and who has not already had equivalent training: War Issues,\* Military Law and Practice, Hygiene and Sanitation, Surveying and Map Making.

**PROGRAMS OF STUDY FOR MEN TWENTY YEARS OF AGE OR OVER**

8. The different branches of the service for which preparation is sought may be grouped as follows:

Group I. Infantry, Field Artillery, Heavy (Coast) Artillery (Program A).

Group II. Air Service (Program B).

Group III. Ordnance and Quartermaster Service (Program C).

Group IV. Engineer Corps, Signal Corps and Chemical Warfare Service (Program D).

Group V. Motor Transport and Truck Service (Program E).

**PROGRAM A**

Group I. Infantry, Field Artillery, Heavy (Coast) Artillery. Single

Term of 12 weeks.

Hours per week (including laboratory work and supervised study).

Military Instruction	11 hours
War Issues (or its equivalent)	9 "
Military Law and Practice	9 "
Sanitation and Hygiene	9 "
Surveying and Map Making	12 "
Unassigned	3 "

Total 53 hours

The course on Surveying and Map Making implies previous study of plane trigonometry. Those who have had no such preparation may, however, devote their unassigned hours to such work in elementary trigonometry as can be given in connection with the course on Surveying. Other students may devote this unassigned time, it is suggested, to French (especially if they have already studied French) or to further study in connection with the War Issues course, or to such supplementary study as may be deemed expedient. Before entering the Field or Heavy (Coast) Artillery on the basis of the above program it is desirable that a student should have had a course in Mathematics such as is outlined in the primary general program set forth in the Special Descriptive Circular on Mathematics (C. b. 2) but he will not

\* Educational institutions, with the approval of the District Educational Director, may excuse from the course on War Issues those members of the Students' Army Training Corps (1) who have had or are taking a similar course even though not identical in every detail, or (2) who have already had at least two years of work of collegiate grade in an approved institution and who should be required to concentrate the whole of their time on advanced studies. See the Special Descriptive Circulars on War Issues (C.e.12 and C.e.13).

necessarily be debarred from entrance to this Corps through deficiency in this respect. If he has had work in Surveying or the mathematical preparation described above, but not both, he should take whichever of the two he lacks.

#### PROGRAM B

##### Group II. Air Service. Single term of 12 weeks.

	Hours per week (including laboratory work and supervised study).
Military Instruction	11 hours
War Issues (or equivalent)	9 "
Military Law and Practice	9 "
Map Reading and Navigation	12 "
Elementary Physics	12 "
 Total	 53 hours

#### PROGRAM C

##### Group III. Ordnance Corps and Quartermaster Corps. Single term of 12 weeks.

	Hours per week (including laboratory work and supervised study).
Military Instruction	11 hours
War Issues (or equivalent)	9 "
Military Law and Practice	9 "
 For Quartermaster Corps	
The major portion of the remaining time should be devoted to Economics, Accounting, Business Management, Statistics, Transportation and Commerce; the balance to Allied Subjects	24 "
 For Ordnance Corps	
Physics	12 "
Modern Ordnance	3 "
Business Management	6 "
Unassigned	3 "

(Program C is appropriate for limited service men as well as for full service men. Full service men who require a greater amount of scientific preparation for the Ordnance Corps should secure it in an engineering school.)

#### PROGRAM D

##### Group IV. Engineer Corps, Signal Corps, Chemical Warfare Service. Single term of 12 weeks.

Engineer Corps.—An approved program in any branch of engineering studies. See the Special Bulletin on Programs in Engineering (C. b. 26).

Signal Corps.—An approved program of studies in electrical engineering. See *Ibid.*

Chemical Warfare Service.—An approved program of chemical en-

gineering or chemical technology. See the special Bulletins on Chemistry and Chemical Engineering (C. b. 28) and on Ceramic Chemistry and Ceramic Chemistry Engineering (C. b. 28a).

#### PROGRAM E

**Group V. Motor Transport and Truck Service.—Single term of 12 weeks.**

	Hours per week (including laboratory work and supervised study).
Military Instruction	11 hours
War Issues (or equivalent)	9 "
Military Law and Practice	9 "
Subjects chosen from the list of Allied Subjects	24 "
Total	53 hours

#### PROGRAM OF STUDY FOR MEN WHO ARE NINETEEN YEARS OF AGE

9. For students 19 years of age, who may reasonably be expected to continue their work at an educational institution for two terms, no definite programs are prescribed, but the following suggestions are given in order that educational institutions may work out suitable programs for themselves.

#### ALL GROUPS

Two terms of 12 weeks each.

	Hours per week (including laboratory work and supervised study).
Military Instruction	11 hours
War Issues (or equivalent)	9 "
Additional subjects from the list of Allied Subjects	33 "

During either the first or second term, all the subjects prescribed for students in any group (see par. 8) must be included in the programs of those who are preparing for that group, e. g., if a student is preparing for Group II, he must include among his subjects all those prescribed in Program B, distributing these subjects in either term as may be deemed expedient.

Total	53 hours
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#### PROGRAM OF STUDY FOR MEN WHO ARE EIGHTEEN YEARS OF AGE

10. For students 18 years of age, who may reasonably be expected to continue their work at educational institutions for three terms, no definite programs are prescribed, but the following suggestions are given in order that educational institutions may work out suitable programs for themselves.

**ALL GROUPS**

Three terms of 12 weeks each.

	Hours per week (including laboratory work and supervised study).
Military Instruction	11 hours
War Issues (or equivalent)	9 "
Additional Subjects from the list of Allied Subjects	33 "
During the first, second or third term, all the subjects prescribed for students in any group (see par. 8) must be included in the programs of those who are preparing for that group, e.g., if a student is preparing for the Infantry, Field Artillery, or Heavy (Coast) Artillery, he must cover all the subjects included in Pro- gram A, distributing these subjects among the three terms as may be deemed expedient.	
Total	<hr/> 53 hours

In general a subject chosen from the list of allied subjects and taken in the first term should be continued during the second and third terms by those who continue during these terms.

It is suggested that Surveying and Map Making should, in part at least, be included in the first term wherever climatic conditions preclude field work during the second term. Otherwise it should be preceded by Plane Trigonometry and Logarithms.

Those who are preparing for special service in the Field or Heavy (Coast) Artillery, involving unusual mathematical preparation, should be enabled, if possible, to include Analytic Geometry and Probability in addition to Trigonometry in their programs. See the Special Descriptive Circular on Mathematics (C.b.2).

The conditions which prevail with respect to the calling of men at various ages will demand unusual care in the arrangement of programs so as to preserve continuity of progress and to avoid a disjointed presentation of groups of allied subjects.

**BRIEF DESCRIPTION OF SUBJECTS**

11. The following brief descriptions may indicate the nature of those subjects that do not at present seem to call for more precise outlines.

**MILITARY LAW AND PRACTICE**

(a) This course should treat of three related subjects: Military Law, International Military Customs and Army Administration. Military Law comprises a study of the military status of the individual, registration, enlistment, induction and transfer; the procedure of general, special and summary courts-martial; the laws governing army personnel and the penalties for infraction. International Military Customs will treat of the fundamental difference between the military organization of our Allies and our own country to such an extent as would be immediately needed by the American soldier on overseas duty.

Army Administration is a study of army organization, accountability and responsibility for property, army correspondence and all army forms for men and materials such as those for rations, commutation and travel. This last-named part of the course should take for the most part the form of actual practice in army paper work.

**SURVEYING AND MAP MAKING**

(b) This course is intended to give the student familiarity with the usual surveying instruments and their uses, and to train him sufficiently to make him a reliable topographical surveyor of limited areas. He should receive a thorough drill in topographical map-reading with special reference to the scales and contour intervals used in the United States and French Army maps and to the physical features of military importance. He should be able rapidly and accurately to solve problems in orientation, visibility, and the layout of routes of travel for troops.

For prospective infantry officers a study of trench and entanglement construction should be given as an introduction to the course in field engineering practice which they will receive at an Officers' Training Camp.

**HYGIENE AND SANITATION**

(c) This course should include the following topics: Physical fitness, personal and public sanitation, parasitism and microbes, the sources and modes of infection, the disposal of excreta and waste matter, sewage disposal, camp cleanliness, water supply on the march and in camp, field disinfection and filtration, storage of water, camp sites, soil and drainage, sanitation of foods, nutrition, disease, isolation and disinfection, vaccine and sera, tuberculosis, venereal diseases, mental hygiene, personal hygiene, air and health, ventilation of barracks and ships, drugs and stimulants, vital statistics, civil and military health organization, the care of wounds, etc.

**MAP READING AND NAVIGATION**

(d) This course should be focussed upon the interpretation of topographical maps, particularly United States and French war maps. The student should become thoroughly familiar with all scales of maps and be

able to convert ordinary scales into the metric and graphical scales. This course should be replete with problem work, such as laying out courses of flight in still air and with wind blowing from different directions, the computation of speed of the airplane over the ground under these conditions. These latter involve the use of "drift" of the airplane. The subject of Plane Sailing will form a basis for this latter work. The student should also be able to identify the polar stars and other typical constellations and be familiar with their positions at different times of the day at different seasons.

#### ELEMENTARY PHYSICS

(e) This course is dealt with in the special descriptive circular on Physics (C.b.11), and comprises the first term (12 weeks) of the curriculum there outlined.

#### MODERN ORDNANCE

(f) This should be, for the most part, a course of information in the nomenclature of modern small arms, artillery and their ammunition. It should also include the accoutrement of soldiers in the different services.

#### BUSINESS MANAGEMENT

(g) This course should cover the more important topics usually covered in courses on the subject at colleges of business administrations, including the principles of business organization, the location, layout and equipment of plant, efficiency systems and records, employment problems, purchasing and storage, requisition systems and shop management. See the special descriptive circular on Economics (C.b.4), Course IIa.

#### SPECIAL DESCRIPTIVE CIRCULARS

12. Special descriptive circulars containing outlines of courses in the following subjects are distributed to educational institutions at which collegiate sections of Students' Army Training Corps units have been established:

Accounting, Chemistry, Economics, English, French, Geology and Geography, Meteorology, German, Government, History, Hygiene and Sanitation, International Law, Mathematics, Physics, Psychology, Surveying, Topography and Map Making, War Issues.

13. Special bulletins containing information with reference to approved programs of instruction in technical and professional schools are distributed to these institutions.

#### MISCELLANEOUS SUGGESTIONS

14. The following suggestions on miscellaneous matters are submitted to educational institutions for their guidance or consideration:

(a) The eleven hours per week of military instruction will ordinarily comprise eight hours of military drill (including physical exercises), two

hours of theoretical military instruction and one hour of inspection. The military program will probably involve Reveille at 6.40 A. M. and Taps at 10 P. M.

(b) Provision will be made for two hours devoted to supervised study each evening, suitable rooms and supervision to be provided by the educational institutions.

(c) Members of the S. A. T. C. will be marched to and from their classrooms and study rooms. The Commanding Officer will be directed to have the men reach their classrooms at the exact hour appointed for the beginning of lectures or recitations.

(d) Instructors are urged to require that members of the S. A. T. C., when reciting in the classroom, shall stand at attention and shall speak with clearness and decision. Instructors should require that enunciation be distinct and the pronunciation of words correct. The possession of these qualities of speech is regarded as of military importance.

(e) Enquiries concerning the interpretation of provisions in this General Circular should be made to the District Educational Director, Collegiate Section.

Committee on Education and Special Training.

By R. C. Maclaurin,  
Educational Director, Collegiate Section.

September 25, 1918.



## Appendix J

Washington, September 10, 1918.

FROM: The Committee on Education and Special Training.  
TO: Institutions where Units of the Students' Army Training Corps are located.  
SUBJECT: Course on the Issues of the War.

NOTE—This Memorandum supersedes the tentative instructions on this subject dated August 27, 1918, and distributed at Fort Sheridan and Plattsburgh. The only changes from the original Memorandum are contained in paragraphs 2, 6, 8 and 10, and these changes are not such as to disturb plans made on the basis of the original Memorandum.

### PURPOSE

1. The Committee on Education and Special Training of the War Department has decided to include as an integral part of the work of all members of the Students' Army Training Corps a course on the remote and immediate causes of the war and on the underlying conflict of points of view as expressed in the governments, philosophies and literatures of the various States on both sides of the struggle. The purpose of this course is to enhance the morale of the members of the Corps by giving them an understanding of what the war is about and of the supreme importance to civilization of the cause for which we are fighting.

### MODIFICATION OF EXISTING COURSES

2. In a great many colleges and universities such courses have already been established and these courses can be continued with only such changes in content and organization as are necessary to make them conform to the requirements of the War Department and to the necessity for uniform training of officer material. The statement in the regulations of the Students' Army Training Corps on this subject is as follows:

"The program of study in allied subjects must include a course on the underlying issues of the war. This may be planned as a special War Issues Course with a minimum of 3 class-room hours per week, with corresponding time for study, covering three terms; or the requirement may be met by a course or courses in history, government, economics, philosophy or modern literature where these courses are so planned as, in the opinion of the Educational Director, to accomplish substantially the same purpose.

"The Regional Director may empower colleges to excuse from this course: (1) Members of the S. A. T. C. who have had a similar course even though not identical in every detail, or (2) Members of the S. A. T. C. who have already had at least two years of work of collegiate grade in an approved institution and who should be required to concentrate the whole of their time on advanced studies."

### TIME

3. The course on the Issues of the War should occupy three class-room hours per week, with appropriate time for study, during nine months. It

should be divided into units of three months each, each self-contained and complete as far as it goes, since some of the men may leave college at the end of three months and others at the end of six. Suggestions for the material for each of these three units of the course are contained in paragraph 6 below.

#### ORGANIZATION

4. The Committee recommends that the course on the Issues of the War be planned by men representing the points of view of history, government, economics, philosophy and modern literature together, with any other departments which the head of the institution may wish to associate with them. The course may be organized in any department or by any group of men whom the head of the institution considers suitable to give it. It is not necessary that any particular departments be formally represented in the group of men giving the course, but only that these various points of view enter into it. This is a war of ideas, and the Committee desires that the course should, insofar as the limited time allows, give to the members of the Corps some understanding of the view of life and of society which they are called upon to defend and of that view against which we are fighting. The policy of the Committee is to give each institution entire freedom in working out the problem, reserving only the right to approve or disapprove of the solution.

#### COMBINATION WITH ENGLISH COMPOSITION

5. The course on the Issues of the War may be combined with the course in English Composition in institutions where that is considered feasible. The Committee recommends this, but does not wish to make it a requirement. In case such combination is made, care should be taken that the various points of view mentioned in the foregoing paragraph are represented in the work, preferably by calling on men from various other departments to assist in planning and in giving the course. It is obvious that written work connected with the subject-matter here outlined would serve the double purpose of giving the men training in English Composition and of making them think out more carefully the problems of the course on the Issues of the War. Suggestions for the type of composition work which should be given in this combination course will shortly be issued by the Committee.

#### CONTENT

6. In order to achieve the end which has just been outlined the course should cover the events leading up to the outbreak of the war in August, 1914, the occasion of our entrance into it in 1917, and what, according to President Wilson's State Papers, are the necessary conditions for a satisfactory peace; the remoter causes as shown by the development of political and

economic rivalry between European States during the 19th century; and the conflicts of points of view as expressed in the governments, philosophies and literatures of the various States on both sides of the struggle.

For the three-part division of the course suggested in paragraph 3 above and made necessary by the fact that the soldiers may be called from the colleges into field service at varying times, the Committee suggests that the first three months be devoted mainly to the historical and economic causes of the war; the second three months to the study of the points of view of the various nations engaged, as expressed in their governments and social institutions; and the third three months to the study of their points of view as expressed in their philosophies and literatures. By some consideration, in the second unit of the course, of the philosophy of government underlying the institutions of each country, the second term's work may be effectively tied up with the work of the third term. This arrangement of the material is only suggestive. An alternative arrangement, perhaps harder to administer but possessing many advantages, would be to devote the first term to the Central Powers, the second term to the Allies, and the third term to the United States, considering each group of countries from all the points of view mentioned above. In any arrangement of the course it will probably be found advisable to begin with some general lectures on geography and on the part which the various countries are playing in the war at the present moment.

The Committee will not issue a hard and fast syllabus for the conduct of the course week by week, but will leave it to the various institutions to form their own plans and choose their own texts. Student soldiers will be required to buy textbooks for use in the work in exactly the same way as civilians. Each educational institution is left to decide whether the historical, literary, economic and philosophical aspects of the course shall be conducted by different men in rotation, or whether the same instructors shall teach all parts of it. In any case the best men available in these various fields in each institution should be consulted in planning it.

#### OPPORTUNITY FOR QUESTIONS

7. The course should offer abundant opportunity for questions and discussion. This opportunity may be obtained either by conducting it in small sections of from 25 to 30 men each, or by large lectures with smaller sections or individual conferences for fuller discussion. The latter plan would make it possible for all the soldiers to have the advantage of hearing the strongest lecturers.

#### MATERIALS

8. From its experience in conducting a briefer course of this type in about 150 Training Detachments of the National Army during the last few months,

the Committee has collected certain materials which will be placed at the disposal of professors and instructors who are giving the course in units of the Students' Army Training Corps. These materials consist of:

(1) A selection from some thousands of questions on the war asked by soldiers in the Training Detachments, representing the doubts and difficulties which present themselves to the average man. These questions will be printed in pamphlet form, with reference to the sources of information which will answer them. This pamphlet will be sent in a few weeks to all instructors giving the course. While it would be futile for any instructor to attempt to deal with all of these questions in his lectures, it is believed that the study of them will give him an idea of the difficulties in the minds of the members of his class.

(2) A brief bibliography of books which have been found useful in giving this work and which should be provided in every college library will also be sent to each institution about October 1st.

(3) A selection of the most important publications of the Committee on Public Information will be supplied free of charge to instructors in this course who send a request to the Committee on Public Information at 10 Jackson Place, Washington, D. C. Duplicate copies of these publications will be furnished free of charge by the Committee on Public Information to institutions for the use of soldiers in the Students' Army Training Corps up to the limit of the editions available. Institutions are urged not to order a larger number of these pamphlets for their libraries than will actually be used. The new War Cyclopedias will probably be found especially valuable in this course.

(4) Copies of the Strategic Map of Central Europe, 60 by 72 inches in size, prepared by the War College Division of the General Staff, may be procured by educational institutions from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 30 cents each.

(5) A brief list of suggestions for instructors based on the experience of the Committee in conducting a course of this type in our Vocational Training Detachments will be sent direct from this Committee. Additional suggestions and materials will be issued to the institutions from time to time.

#### ATTITUDE

9. The aim of the course should be to present facts rather than propaganda; the method should be that of the teacher rather than of the orator. The men who are giving the course should be not merely good lecturers, not merely men who have made a special study of the issues of the war, but also men who are patient and successful in getting their classes to ask questions. The success of the work will depend mainly not on eloquence of presentation, or on the completeness of the body of facts, but rather upon making these facts answer convincingly the questions in the minds of the soldiers,

even though these questions may seem in some cases trivial or irrelevant. The ideal of the work should be to make the issues of the war a living reality to each man. Its purpose should be to develop the minds of the men as well as to enhance their morale.

#### NOMINATION OF INSTRUCTORS

10. Immediately upon receipt of this letter institutions are asked to report to Frank Aydelotte, Director of War Aims Course, 146 Old Land Office Building, Washington, D. C., and also to their Regional Director of the Students' Army Training Corps, the name of the professor who will have charge of the course, or who will act as chairman of the group of men designated to conduct it, and to whom further suggestions may be sent. The professor so nominated is asked to send to the Regional Director at his earliest convenience a brief statement of the character and organization of the course which he is planning. In case institutions plan to set up some alternative to the course here outlined, it is especially important that the Regional Director have notice of this as early as possible in order that he may inspect it and determine whether or not it should be approved by the Committee as a substitute for this course.

By order of the Committee,  
GRENVILLE CLARK,  
Lt.-Col. A. G. O., Secretary.

Washington, Sept. 18, 1918

FROM: The Committee on Education and Special Training.  
TO: Professors in charge of course on the Issues of the War.  
SUBJECT: Suggestions for the Organization of the Course.

NOTE—This Memorandum supplements, but does not supersede Memorandum of September 10th.

The Committee on Education and Special Training will leave the colleges and universities free to organize the required course on the Issues of the War in such a way as to make the best use of their own facilities. The suggestions contained in this memorandum are made merely as suggestions. District Educational Directors (formerly called Regional Directors) will approve courses which cover effectively the ground outlined in the circular letter of September 10th (C. e. 12), whether or not such courses follow exactly the outlines here laid down. Detailed communications concerning the course should be addressed to the District Educational Directors.

#### DISTRIBUTION OF TIME

1. Where the course on the Issues of the War is conducted with both lectures and sections for class discussion, the normal distribution of time would be one lecture and two hours each week for discussion in small sections. In certain cases two lectures a week may be given, but at least one recitation hour per week is essential and two such hours are advisable. The entire course may be given in small sections in a perfectly satisfactory manner.

#### MODIFICATION FOR ENGINEERING SCHOOLS

2. The Committee has decided, since the Memorandum of September 10th was issued, to require that schools of engineering and chemistry shall give the course on the Issues of the War three class hours per week for only six months instead of nine. Such institutions may confine themselves to the material for the first and second terms as outlined, but it would add to the value of the course to introduce, wherever possible, references to the political philosophy underlying the various governments and to the expression of national characteristics in literature. With this modification the regulations quoted in the Memorandum of September 10th will hold for engineering schools and all other institutions alike. (See also section 6 below.)

#### SYLLABI

3. It is the policy of the Committee not to issue a hard and fast syllabus for this course. However, the Committee is sending to the professor in charge of the course in each institution a copy of Albert E. McKinley's

"Collected Materials for the Study of the War," Philadelphia, McKinley Publishing Company, 1918, which contains Harding's "Study of the Great War," and Hoskin's "Syllabus for a Course of Study on the Preliminaries of the Present Conflict." Institutions wishing duplicate copies of this volume must order them from the publisher at their own expense.

If Hoskin's "Preliminaries of the Present Conflict" is made the basis of the course, institutions will recognize that much must be omitted, especially at the beginning. Only so much of the early history should be included as is essential to the understanding of the latter. In whatever form the course is organized, the following topics should be discussed in the part devoted to history:

- (1) The Geography and Races of Europe with some particular consideration of the failure of national boundaries, as drawn before 1914, to correspond with national feeling (as in France, Italy, Poland, Austria-Hungary, and the Balkans).
- (2) The mineral and agricultural resources of the various countries.
- (3) Their systems of transportation.
- (4) Their trade relations with other parts of the world.
- (5) The struggle for colonial expansion.
- (6) The origin of the Prussian State and the German Empire.
- (7) The development of popular government in Great Britain and the evolution of the British Empire.
- (8) Recent events such as the reform in the House of Lords, Irish Home Rule, Prussian Electoral Reform, and the status of Alsace-Lorraine in the German Empire.

In general, the emphasis should be placed in the historical part on the events of the latter part of the 19th century and the opening of the 20th. A few preliminary lectures on the part which each nation has played and is playing in the war at present will add to the interest and value of the course.

Further suggestions for the organization of the material for the second and third terms will be sent out later by the Committee.

#### TEXT BOOKS AND OTHER MATERIALS

4. To give the work continuity the systematic study of a text book for each term is recommended. Institutions will find it difficult to make library work fit into the military program. Particular text books will not be prescribed by the Committee, but the normal course will use a standard book on recent European History for the first term and a standard text book on Government for the second term. In engineering schools which are giving the course for only six months, it may be possible to find a single text book which will combine the two elements of History and Government in a satisfactory

manner. To this may be added such requirements of outline maps, and so on, as individual institutions see fit to make. Student-soldiers will be required to buy their text books, outline maps and other course materials in exactly the same manner as civilians.

It is the plan of the committee, during the next few months, to organize a collection of literary and philosophical materials for use in the course during the third term. It is hoped that this collection will be edited by private individuals and published by a commercial publisher. The policy of the Committee in this respect is to encourage any private efforts to provide text material for this course, and to allow books so published to be chosen by the various institutions, without specifying any standard official book to be used in all cases.

The use of outline maps will be valuable in connection with the study of the distribution of races, mineral deposits, systems of transportation, and so on. It should not be forgotten that geographical knowledge and ability to use maps will prove especially valuable to Army Officers.

#### CLASS DISCUSSION

5. In general, two recitations a week should be devoted to the discussion of the material presented in the lectures and the text book. In these discussions there should be the fullest opportunity for questions from the student. Instructors should remember that the aim of the course is not merely to impart knowledge, but also to bring this knowledge home to the mind of each individual in such a way as to make the Issues of the War a living reality to him.

#### COMBINATION WITH ENGLISH COMPOSITION

6. Many institutions will desire to combine the course on the Issue of the War with English Composition and in engineering schools this combination is required. In engineering schools the combined War Issues Course and English Composition must be kept within the three hours per week prescribed as a minimum. In other institutions the combined course may be kept within these limits or may occupy four or five hours a week as desired.

When the War Issues Course is combined with English Composition a text book on the fundamentals of English Composition and a dictionary may be prescribed in addition to the other books used in the course. When this combination is made there should not be more than one lecture per week, with one hour for class discussion, and one for the discussion of written work on the subject of the course, considered both for its form and its content. Professors in engineering schools should organize the material of the course according to the suggestions contained in this Memorandum and the one of September 10th, adapting the material to fit into the limits of the time pre-

scribed. They will recognize that the combined course will allow little time for formal instruction in Rhetoric.

The discussion of written work from the point of view of its subject-matter as well as from that of its form will make this hour devoted to Composition work reinforce and drive home the points which are made in the course. The subject-matter of the course offers ample material for general discussions and for active differences of opinion. When a discussion has proved to be of vital interest it is an easy matter to get students to write on the topic discussed. They then have something to say, and are concerned that what they write shall be written effectively.

On some occasions it may be worth while to organize the discussion formally by requiring a "committee report," prepared by two or three students, to be presented to the class meeting as a deliberative body with a student chairman and a student secretary. The treaty of Frankfort, for example, would serve well as a subject for such a report, and with the facts before them, the class would debate the kind of treaty which should be made at the end of the present war. Other topics suitable for such treatment will readily be found.

In recitations it must not be forgotten that the student, as possible officer material, needs to learn to speak on his feet, not only without hesitation, but with clearness and vigor. He must enunciate distinctly and pronounce his words correctly. These things must be insisted upon, whether he is answering a question put by the instructor, participating in a class discussion, or making an oral report or a short address. To accomplish this end for all students, small sections, 20 to 30 in number, are desirable.

When the War Issues Course is combined with English Composition the students should be required to hand in a written exercise at least once a week. The main forms in which he should be trained are correspondence and reports. It is best that the practice he receives in reports should be based on his reading and on the discussions. This will help him in class and prepare him directly for the reports which he will have to write as an officer. Correction of the common faults in paragraphing, sentence structure, and the use of words, comments upon the logical arrangement of material and upon the clearness and accuracy of expression, should be made effectively, without being allowed to occupy too large a proportion of the time.

#### EXAMINATIONS

7. Institutions should conduct examinations in the course on the Issues of the War exactly as in their other courses. In general, it may be said that this course should be given with the same care and thoroughness as any other work of collegiate grade.

**RELATIONS TO WAR AIMS COURSE IN TRAINING DETACHMENTS**

8. The course on the Issues of the War outlined for the collegiate section of the Students' Army Training Corps is quite distinct from the briefer course which has been given during the summer and will continue through the winter in the National Army Training Detachments. These Training Detachments will, hereafter, be alluded to as the vocational or "B" Section of the Students' Army Training Corps. While the same instructors may perfectly well give courses to both the vocational and the collegiate sections of the S. A. T. C., it will not be possible to give the same course to the two sections because of the widely varying conditions of time and the difference in the character and preparation of the two groups of men.

**ARMY PAPER WORK**

9. Arrangements will be made by the committee to give the student-soldiers a certain amount of drill in Army Paper Work. This is quite distinct from English Composition here outlined and has no connection with the War Issues Course. The provision for this work will be found in Memorandum C. a. 4, dated September 13, section 11-A, under the heading "Military Law and Practice." It will consist in practice in filling out Army Forms, making requisitions, and so on. The Army Paper Work will probably be taught by an Army Officer as a laboratory course at a time set apart for that purpose.

Committee on Education and Special Training,  
By Frank Aydelotte,  
Director of War Aims Course.

## **Appendix K**

Form Aa

Washington, Sept. 19, 1918

**MEMORANDUM For Commanding Officers, Students' Army Training Corps, and Presidents of Students' Army Training Corps Institutions.**

**SUBJECT: Policy as to Teachers Registered under Selective Service Act.**

1. Men heretofore or hereafter classified in Class I Group A and called to military service will not be granted furloughs.
2. Teachers who are essential are eligible to claim deferred classification under Section 80, Selective Service Regulations, and they are encouraged to do so. Such deferred classification should be claimed for them by the educational institutions by which they are employed, in accordance with the paragraphs from Section 80, Selective Service Regulations and the circular letter from The Provost Marshal General herein enclosed.
3. Teachers who are denied deferred classification by the district board and who are liable to call to military service will be encouraged to request voluntary induction in the unit of the S. A. T. C. stationed at the institution where such instructors are employed.
4. In very exceptional cases and upon the recommendation of the Educational Department of the Committee teachers who have already been drafted and are now at mobilization camps will be transferred back as soldiers on active duty to the unit of the S. A. T. C. where needed; provided such instructors do not object to return as soldier-instructors, have not been permanently assigned in a capacity wherein their services will be of great value to the Army, and have not already been designated to attend Officers' Training Schools.
5. Since the colleges are under contract with the War Department to train enlisted men in the U. S. Army, essential teachers are obviously engaged in occupations that are strictly "necessary to the maintenance of the Military Establishment." It is, therefore, expected that the really essential professors and teachers will be granted deferred classification under the new law on this account. Heads of institutions should see to it that district boards and their industrial advisers are fully informed of all the facts in every case.

By direction of the Committee.

R. I. REES, Chairman.  
Colonel, General Staff Corps.

### EXTRACTS FROM REVISED SELECTIVE SERVICE REGULATIONS

#### Bearing on Essential Teachers.

The Selective Service Regulations as revised to meet the new manpower bill contain the following paragraphs (Section 80):

"In order to provide for the necessary adjustments between the necessities of the Military Establishment and the requirements of the industries, occupations, and employments, including agriculture, found to be necessary to the maintenance of the Military Establishment, the effective operation of the military forces and the maintenance of the national interest during the emergency, there shall be appointed by each District Board three persons to be known as industrial advisers to the District Board."

"The necessity of not seriously interfering with certain occupations and employments, such as financial, commercial, educational, hospital work, care of the public health, or with the conduct of certain other activities necessary to the public welfare and the prosecution of the war, requires that the District Board have the co-operation of such advisers so that persons necessary in such activities be not removed therefrom. To this end the adviser nominated by the District Board should bring to the attention of the District Board the questions as to whether or not individuals engaged in some particular industry, occupation, or employment are so necessary thereto as to outweigh the benefit to the Nation should they be drafted into the Army."

"It shall be the duty of such advisers to confer with the managers and heads of various industries, and those familiar with the needs in occupations and employments, including agriculture, and instruct such persons as to their right under the Regulations to file a claim for deferred classification in respect of any registrant who has failed or refused to file a claim for deferred classification in his own behalf or who has waived his claim for deferred classification."

### MESSAGE OF GENERAL MARCH, CHIEF OF STAFF

To be Read at First Assembly of the  
Students' Army Training Corps, Oct. 1, 1918

The Students' Army Training Corps has been organized to assist in training a body of men from whom the United States will draw officer material in large numbers. The need for these officers is one of the most imperative connected with our large Army program, and patriotic young men will be given an opportunity to acquire this training with the knowledge that they will thus be enabled to better serve their country in the great drive which is to come. Superior leadership spells success in war, and it is the duty of every member of the Student Officers' Training Corps to do his utmost to qualify as a leader of men.

PEYTON C. MARCH,  
General, Chief of Staff, United States Army.

## **Appendix L**

Washington, Sept. 26, 1918

**FROM:** Committee on Education and Special Training.  
**TO:** The Commanding Officers, Students' Army Training Corps.  
**SUBJECT:** Observance of October 1, 1918.

1. Supplementing letter of September 20, 1918, there is inclosed herewith a message from the President of the United States. This will be read to the men of your command as provided for in paragraph 4 of the above-mentioned letter, prior to the messages from the Acting Secretary of War and the Chief of Staff already transmitted to you.

2. In order to make certain that all commanding officers shall receive the letter of September 20 and the messages of the Acting Secretary of War and the Chief of Staff, copies of these papers are herewith inclosed in addition to the message from the President.

By direction of the Committee:

R. I. REES, Chairman.  
Colonel, General Staff Corps.

### **MESSAGE OF THE PRESIDENT OF THE UNITED STATES**

To be read at Assembly of the  
Students' Army Training Corps, Oct. 1, 1918

The step you have taken is a most significant one. By it you have ceased to be merely individuals, each seeking to perfect himself to win his own place in the world and have become comrades in the common cause of making the world a better place to live in. You have joined yourselves with the entire manhood of the country and pledged, as did your forefathers, "your lives, your fortunes and your sacred honor" to the freedom of humanity.

The enterprise upon which you have embarked is a hazardous and difficult one. This is not a war of words; this is not a scholastic struggle. It is a war of ideals, yet fought with all the devices of science and with the power of machines. To succeed you must not only be inspired by the ideals for which this country stands, but you must also be masters of the technique with which the battle is fought. You must not only be thrilled with zeal for the common welfare, but you must also be masters of the weapons of today.

There can be no doubt of the issue. The spirit that is revealed and the manner in which America has responded to the call is indomitable. I have no doubt that you too will use your utmost strength to maintain that spirit and to carry it forward to the final victory that will certainly be ours.

**WOODROW WILSON.**

Washington, Sept. 23, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** The Commanding Officers, Students' Army Training Corps.  
**SUBJECT:** Observance of October 1, 1918.

1. Supplementing letter of September 20th, 1918, you will find enclosed messages from the Acting Secretary of War and the Chief of Staff. These will be read to the men of your command as provided for in paragraph 4 of the above-mentioned letter. Other such messages may be transmitted later.

By direction of the Committee.

R. I. REES, Chairman.  
Colonel, General Staff Corps.

Aa 3

#### MESSAGE OF HON. BENEDICT CROWELL

Acting Secretary of War  
To be read at First Assembly of the  
Students' Army Training Corps, Oct. 1, 1918

As college students you are accustomed to contests of physical force. You are familiar with the tedious training and self-sacrificing discipline that are required to develop a team that can win the game. You know that the contest is won by team work, push, enthusiastic co-operation with one another and co-ordination of every individual talent to the single purpose of common success.

In the military struggle in which you are about to enter, the same conditions prevail. In order to succeed many weeks of thorough going training and drill are essential to develop the co-ordination of skill and imagination that is essential to achieving the vast and vital end to which the country has pledged its every effort. The fighting machine will come into effective working order more rapidly in proportion as each individual in it devotes his full attention to the particular service for which he is best qualified. In entering upon this training as student soldiers you have the opportunity of developing your abilities to the point where they will be most effective in the common struggle. I am sure that you will do this in the same spirit and with the same enthusiasm that you have always exhibited in the lesser struggles to which you have been accustomed to devote your energies. I am sure that you will rise to this opportunity and show that America, the home of the pioneer, the inventor and the master of machines, is ready and able to turn its every energy to the construction of an all-powerful military machine, which will prove as effective in liberating men as have the reaper, the aeroplane and the telephone.

Washington, Sept. 20, 1918.

FROM: The Committee on Education and Special Training.  
TO: The Commanding Officers, Students' Army Training Corps.  
SUBJECT: Observance of October 1, 1918.

1. This day has a peculiar significance for more than five hundred colleges and universities throughout the United States. It will witness the organization of a unique and powerful force of fighting men—the Students' Army Training Corps. The patriotism of American educational institutions is demonstrated to the world by the generous and splendid way in which they have rallied to the support of this far-reaching plan to supply the American armies with officer material and trained specialists of all descriptions.

2. It is most fitting that this day, which will be remembered in American history, should be observed in a manner appropriate to its significance and to the high aims and ideals of the Students' Army Training Corps. You are, therefore, directed to confer with the president of the institution where you are assigned, and with his co-operation and that of your officers you will arrange a program for the proper observance of this day when over one hundred and fifty thousand college students volunteer for service in the Army of the United States, pledging their manhood and their lives to the honor and defense of their country.

3. The Students' Army Training Corps, both Vocational and Collegiate Sections, will be assembled simultaneously throughout the nation on October 1st, 1918 at 12 noon, Eastern Time; 11 A. M. Central Time; 10 A. M. Mountain Time, and 9 A. M. Pacific Time. All units of the Corps will be assembled promptly at the hour directed for the time zone in which each unit is located, as it is desired that the assemblies be simultaneous. It is appreciated that many of the men will not be then formally inducted and only a small proportion uniformed. This will not affect the program, the intention being to assemble those who have indicated their intention to enter the corps, whether or not yet inducted.

4. No detailed program for the appropriate observance of the day will be directed, but it is desired that the following general plan be complied with:

Assemble the command on the campus, where the American Flag will be raised. If no band be available to play "The Star Spangled Banner" while the flag is being raised, provide a bugler to sound "To the Colors."

Read the oath of allegiance to the flag, to be repeated in unison by the entire command after the officer. The oath is as follows: "I pledge allegiance to my flag and the Republic for which it stands; one nation, indivisible with Liberty and Justice for all." The Commanding Officer or the Adjutant will read the Order of the Day, attached hereto and any message which may be transmitted by the Secretary of War or other Federal official.

Brief addresses may be made by the president of the institution and by other prominent men.

The command will pass in review if a parade ground be available and the men have been sufficiently drilled.

During the oath of allegiance to the flag, the reading of the Order of the Day and any messages from members of the Federal Administration the Command will stand at attention. During the remainder of the program they will stand at ease.

The Commanding Officer may direct such other observances as are in keeping with the spirit of the day.

5. Newspapers in your community may be supplied with information regarding the proposed exercises and moving pictures and photographs will be permitted. It is also desired that newspaper clippings giving accounts of the observance of the day at your institution and pictures be transmitted to the Committee, addressed to the Executive Secretary, Room 595, State War and Navy Building, Washington, D. C.

6. As of October 1st, 1918, the United States Army Training Detachments established at educational institutions by the Committee on Education and Special Training are merged with the Students' Army Training Corps as Section B thereof.

By direction of the committee.

R. I. REES, Chairman.  
Colonel, General Staff Corps.

#### WAR DEPARTMENT

Washington, D. C., October 1, 1918.

#### GENERAL ORDERS OF THE DAY

1. This day has a peculiar significance for more than five hundred colleges and universities throughout the United States. It is witnessing the organization of a new and powerful instrument for the winning of the war—the Students' Army Training Corps. The patriotism of American educational institutions is demonstrated to the world by the effective and convincing manner in which they are supporting this far-reaching plan to hasten the mobilization and training of the armies of the United States.

2. It is most fitting that this day, which will be remembered in American history, should be observed in a manner appropriate to its significance, and to the important aims and purposes of the Students' Army Training Corps. Each commanding officer of a unit of the Students' Army Training Corps, will, therefore, with the co-operation of the president and faculty of the institution where his command is stationed, arrange a program for the proper observance of this day, when more than one hundred and fifty thousand American College students offer themselves for induction in the Students' Army Training Corps, pledging themselves to the honor and defense of their country.

3. This Corps is organized by direction of the President of the United States under authority of the following general orders:

War Department,  
Washington, August 24, 1918.

General Orders,  
No. 79.

Under the authority conferred by Sections 1, 2, 8 and 9 of the Act of Congress "authorizing the President to increase temporarily the military establishing of the United States" approved May 18, 1917, the President directs that for the period of the existing emergency there shall be raised and maintained by voluntary induction and draft, a Students' Army Training Corps. Units of this corps will be authorized by the Secretary of War at educational institutions that meet the requirements laid down in Special Regulations.

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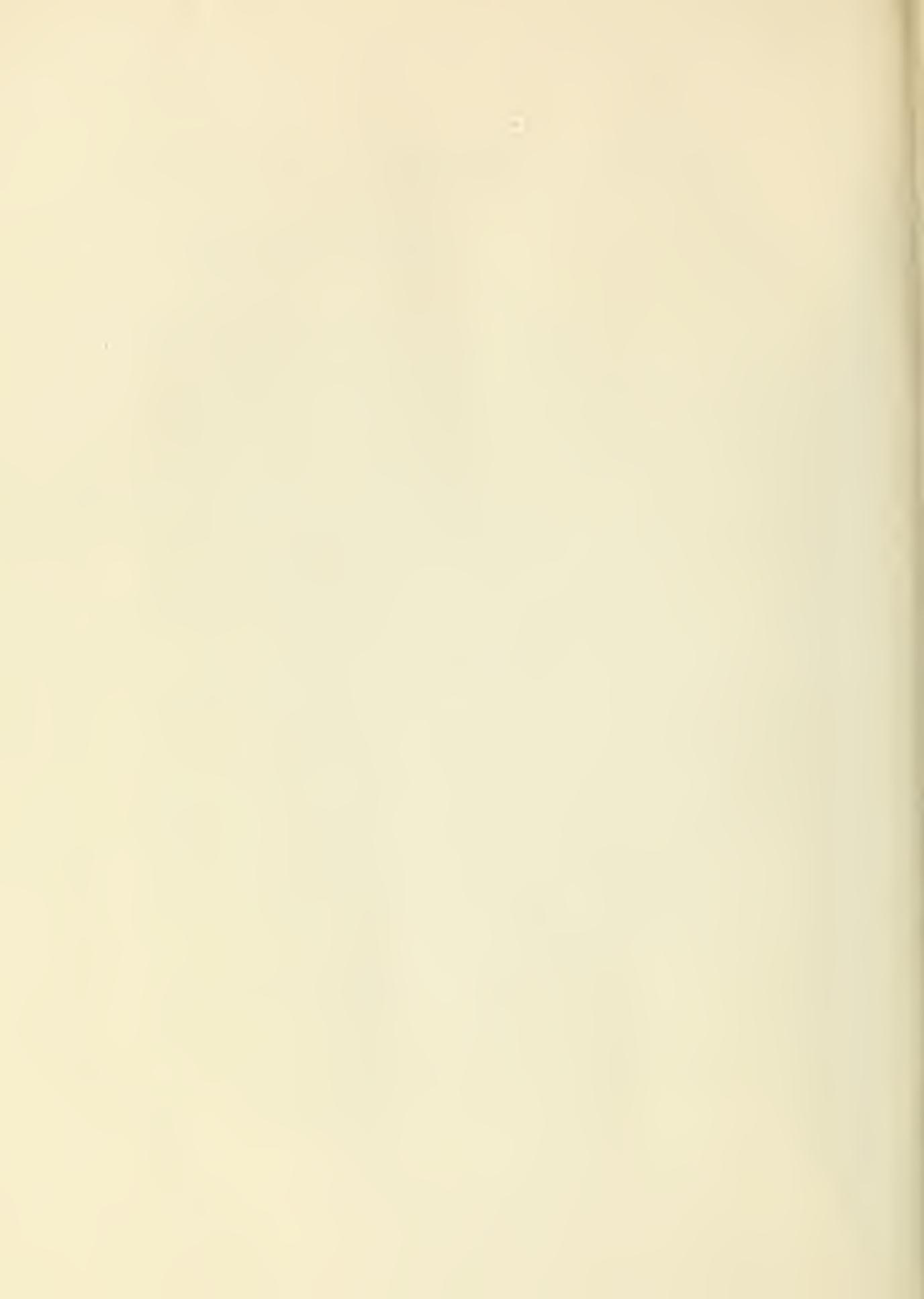
4. The United States Army Training Detachments established at educational institutions by the Committee on Education and Special Training are this day merged with the Students' Army Training Corps. For purposes of administration only, the Corps has been divided into the Collegiate Section and the Vocational Section. There is no distinction between soldiers of these sections. All are soldiers, and their identity is merged in the United States Army. All have equal opportunities to win promotion, each soldier's progress depending entirely upon his own individual industry and ability.

5. Orders have been issued whereby assemblies of all units of the Corps are being held simultaneously at more than five hundred colleges and universities. At this moment, over one hundred and fifty thousand of your comrades throughout the nation are standing at attention in recognition of their new duties as soldiers of the United States.

6. Soldiers of the Students' Army Training Corps: All of the forces of the nation are now being concentrated on the winning of the war. In this great task you are now called to take your proper place. The part which you will play, as members of this Corps, will contribute definitely and in a vital manner to the triumph of our cause. Your opportunities are exceptional and your responsibilities correspondingly great. Honor and the privilege of National service lie before you. Grasp your opportunity. Strive for the common goal. Win the war.

By direction of the Committee on Education and Special Training.

R. I. REES, Chairman.  
Colonel, General Staff Corps.



## Appendix M

Washington, Nov. 5, 1918

TO: Commanding Officers, District Inspecting Officers, District Educational Directors, and Heads of S. A. T. C. Institutions.

1. Reports from many institutions at which units of the Students' Army Training Corps (Collegiate Section) have been established indicate that the academic work thus far done by the men is not satisfactory. This has been due in part to the inevitable difficulty attending the period of organization, and to the interruption caused by the influenza epidemic. But it has also resulted in part from the practice of detailing men to military duties which conflict with their academic programs, and to the prevalence of the idea that academic grades will count for relatively little in the selection of men for Officers' Training Camps.

2. Commanding Officers are, therefore, directed that they should consult frequently with the authorities of the institution regarding the schedule and should make every possible provision for the requirements of academic study. The administration memoranda issued to Commanding Officers by the Committee leave a wide margin for such adjustments and concessions as may best meet local conditions; thus, morning drill is not prescribed, and provided afternoon drill proves more consistent with the effectiveness of the program, this arrangement should be adopted.

3. Commanding Officers are further directed to reduce to a minimum such detail of individual soldiers as interferes with their academic studies. Since institutions are under contract to provide subsistence, Commanding Officers will not detail men as kitchen police, except in special emergencies. Guard duty will be arranged by roster, and will be adjusted as far as possible to academic engagements. If practicable, such guard duty should be dispensed with altogether; or if assigned for purposes of instruction, should be taken from the time allotted to military training. Plans have now been matured by which special men shall be selected and trained exclusively for clerical duties, which will in time make it unnecessary that student-soldiers should be detailed for this purpose. Commanding Officers are further directed to keep an exact record of each detail involving conflict with academic exercises, indicating the men and amount of time involved. A summary of this record will be embodied in Section Ba of the bi-weekly report; and a special report on serious cases of conflict will be made to the District Inspecting Officer for adjustment. Whenever important military duties require that soldiers be withdrawn from any stated exercise, the instructor in charge of such exercise shall be notified in advance, and full explanation shall be given the academic authorities.

4. The attention of Commanding Officers is called to paragraph twenty-four of Special Regulations (Aa-1), providing in certain cases for a re-

duction of the hours of military instruction to six hours per week. Commanding Officers will be governed by the provisions of these Regulations and will also familiarize themselves with the Educational Bulletins (Cb), and give what co-operation may be necessary for the carrying out of the programs of study therein prescribed.

5. Commanding Officers will use every possible means of cultivating among the men a respect for their academic studies. If the men exhibit a spirit of indifference or neglect, this may be regarded as evidence of low morale, and Commanding Officers will use every possible means to correct it. In this connection, attention is called to paragraphs 19 and 20 of Special Regulations (Aa-1). In keeping with these regulations, all officers should avoid remarks tending to create in their men the impression that academic work is comparatively unimportant, and all conduct conspicuously at variance with the established usages of the academic community.

6. A plan for the future selection of men for Officers' Training Camps has been prepared and will shortly be issued. This plan provides that all men shall be rated for (1) Intelligence as indicated by Academic record (35), (2) Character (25), (3) Military ability (20), (4) Physical and Athletic ability (20). From these ratings an eligible list will be created, and no men will be considered as officer candidates who fall below a certain place on this list. The importance of impressing upon men the need for strict attention to their studies is therefore self-evident.

7. Commanding Officers are responsible for the regular and punctual attendance of their men at all regular academic exercises forming parts of the program to which they are assigned.

Committee on Education and Special Training.

ROBERT I. REES, Chairman.  
Brigadier General U. S. A. General Staff.

## Appendix N

November 23, 1918.

**MEMORANDUM FOR THE ADJUTANT GENERAL OF THE ARMY**

**SUBJECT: Demobilization of the Students' Army Training Corps.**

1. The Secretary of War directs that all Section A (collegiate section) units of the Students' Army Training Corps be demobilized as soon as practicable and the men discharged.

2. Arrangements for such demobilization and discharge will be made by the Committee on Education and Special Training, which will submit the necessary orders for approval by the Director of Operations.

3. In all cases of discontinued units equitable financial adjustment under contracts made by the War Department with the institutions, will be negotiated and made by the Committee on Education and Special Training.

4. In announcing the demobilization of the Students' Army Training Corps (Section A) institutions not already having units of the Reserve Officers' Training Corps will be invited to file applications for such units, and provision will be made for continuing and developing the Reserve Officers' Training Corps system in lieu of the Students' Army Training Corps.

5. The Committee on Education and Special Training will be informed accordingly and instructed to take the necessary action to carry out the above directions.

(Signed) HENRY JERVEY,  
Major General U. S. A.,  
Assistant to the Chief of Staff, Director of Operations.

Approved

by order of the Secretary of War.

(Signed) MARCH,

General, Chief of Staff.

Washington, November 26, 1918.

**FROM:** Committee on Education and Special Training.  
**TO:** Presidents of Institutions Maintaining Units of Reserve Officers' Training Corps in the Year 1917-18.  
**SUBJECT:** Re-establishment of Units of the Reserve Officers' Training Corps January 1, 1919.

1. As announced in our letter of November 26, the Students' Army Training Corps will be demobilized at the earliest practicable date—if possible, not later than December 21, 1918.

2. In our letter of August 5, 1918, in which it was proposed that institutions having Reserve Officers' Training Corps should, for the period of the war, conduct their military instruction under the regulations of the Students' Army Training Corps, it was stated that "such a course of action would in no way prejudice the right of any institution having a unit of the Reserve Officers' Training Corps to resume its Reserve Officers' Training Corps unit after the war, or the right of any institution having a Reserve Officers' Training Corps application now pending to have a unit established after the war."

3. In order that the Committee may immediately be in possession of such information as is necessary for the re-establishment of the Reserve Officers' Training Corps, you are requested to fill out and return the enclosed questionnaire at the earliest possible date.

Committee on Education and Special Training,

R. I. REES, Chairman.

Brigadier General, U. S. A., General Staff Corps.

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